State of Arizona
Department of Education

Tom Horne
Superintendent of
Public Instruction

December 15, 2005

The Honorable Janet Napolitano
Governor of Arizona
1700 West Washington
Phoenix, Arizona 85007

Dear Governor Napolitano:

The purpose of this letter is to fulfill the requirements of Arizona Revised Statute §15-809, D, which requires the Arizona Department of Education to submit an annual report, concerning AIMS intervention and dropout prevention, to the governor, the president of the senate and the speaker of the house. As required, copies of the report are also being provided to the Secretary of State and the Director of the Department of Library and Archives and public Records.

If you have additional questions or require additional information, please address your concerns to Ms. Maxine Daly at (602) 542-5510.

Sincerely,

Dr. Karen Butterfield
Associate Deputy Superintendent

Attachment

cc: The Honorable Ken Bennett, Senate President, Arizona State Senate
The Honorable James P. Weiers, Speaker of the House, Arizona House of Representatives
The Honorable Jan Brewer, Secretary of State
Gladys Ann Wells, Director and State Librarian

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AIMS Intervention and Dropout Prevention Program

2004 - 2005 Performance Audit

November 2005

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Acknowledgements

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- Jason Moore, *Jobs for Arizona Graduates*
- Lorraine Ark, *Tolleson Union High School District Continuing Education Academy*
- Kathleen Bibby and Terri Dunford, *Tucson Youth Development, ACE Charter High School*

Without their flexibility, dedication, and hard work, this report would not have been possible. We also acknowledge the efforts of LeCroy & Milligan Associates, Inc. evaluation staff: Allyson LeBrue, BA, Allison Titcomb, PhD, Patricia Canterbury, MPH, and Kerry Milligan, MSSW. Additional assistance provided by Elizabeth Camargo, Olga Valenzuela, and LeCroy & Milligan Associates, Inc. data entry staff.

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Executive Summary

The AIMS Intervention and Dropout Prevention (AIMS IDP) Program was established in April 2000 with the enactment of A.R.S. §15-809 by the Arizona Legislature. The program has two major goals, defined by the statute:

- To increase the graduation rate of Arizona's at-risk youth by providing academic support, often through remediation and tutoring, to help students meet Arizona Academic Standards, and
- To prepare Arizona's at-risk youth to become productive members of society after leaving school, through instruction in Arizona Workplace Skills, as well as leadership and civic duty, and then provide follow-up activities and tracking for program participants and graduates.

Five grants totaling approximately $515,000 were awarded for the 2004–2005 school year. Four of these projects had also received funding in 2003-2004. The years of experience of funded providers ranged from 7 to 28 years.

Population Served

The AIMS IDP Program served 1,314 students during 2004–2005, including 135 English language learners and 101 Special Education participants. All student participants met inclusion criteria for at-risk students set by the Arizona Department of Education.

- Gender representation was almost equal, 51% male and 49% female, and included students in all high school-level grades (9^{th}-12^{th})
- Students served were ethnically diverse: 62% Hispanic/Latino; 26% White; 6% African American; 2% Native American; 1% Asian American; and 1% mixed or other ethnicity

Impacts of the AIMS IDP Program

The results of the AIMS IDP Program for 2004-2005 include:

- 94% (1,236/1,314) of the student participants completed the AIMS IDP Program
- 91% (324/358) of eligible students graduated from high school
- 83% (615/739) of non-graduating students who completed the program were advanced to the next grade level
- Students increased their grade point average, with an average increase that ranged from 0.07 to 2.50
- Students increased their credits earned for graduation, with an average credit increase that ranged from 0.3 to 5.5 credits

- Results on AIMS achievement varied by project. Of the students taking the AIMS test during 2004-2005,
    - 35% to 59% passed the AIMS Reading component
    - 50% to 72% passed the AIMS Writing component
    - 9% to 57% passed the AIMS Math component
- The total number of hours of community service hours was 8,986 hours, with a range of 21to 7,888 hours per project. The average number of hours of community service instruction per student ranged from 0.4 to 11 hours.
- The total number of hours for workplace skills instruction was 21,257 for all projects combined, with a range of 440 hours to 10,594 hours per project. The average number of hours of workplace skills instruction per student ranged from 2 to 131 hours.
- All funded projects documented, to some extent, positive outcomes for students after their participation in the program. These outcomes included continuing or postsecondary education, employment, vocational or job training, or military service.

Participant surveys administered during the audit provided supplemental evidence of positive outcomes for students, and information about program quality, implementation of required program elements, and program satisfaction.

- 100% of the students reported that it was a positive experience to be in the program
- 99% of students surveyed reported that they planned to graduate from high school
- There was a high degree (95-100%) of staff/stakeholder satisfaction with the program

Program Implementation

- Flexibility continued to be identified as one of the positive factors facilitating effective AIMS Intervention and Dropout Prevention program implementation. Such flexibility takes the form of site customization or individualized instruction.
- Every grantee expressed appreciation for the AIMS IDP funds. However, limited or inadequate funding remains a challenge for many projects providing these needed services.
- Other barriers to program implementation included staff turnover, transportation issues, and lack of (or diminishing) family involvement.
- Eleven key strategies for effective dropout prevention programs were explored with the five projects during interviews with project staff. Each of the five projects addressed all eleven key strategies.

Recommendations

Recommendations from data collected during the audit and from the experiences of the audit process continue to be:

- **Provide a standardized format and procedure for annual reporting from funded projects to assist in auditing and evaluation of program effectiveness.** Lack of consistency in the structure of annual reports and data contained in those reports makes evaluation of AIMS IDP Program effectiveness inefficient and less accurate. The quality of data for required program deliverables such as attendance, GPA, AIMS-related data, and outcomes of program participants were affected by lack of standardized format.
- **Eliminate the Stanford 9/ Terra Nova deliverable, due to lack of usable comparison data.** Because the tests are only given through 9th grade, the data collected from Stanford 9/ Terra Nova scores will be of different cohorts, and thus inappropriate as a measures of change for students being served by the program. All project administrators reported that AIMS scores were a better indicator of improvement than Stanford 9 or Terra Nova scores.
- **Restructure the audit timeline to better adhere to the reporting year and allow data collection from graduating program participants.** For example, student survey respondents were not representative of program participants due to the inability to survey seniors – the students who have likely gained the most from the program. In addition, it is challenging for survey respondents to remember details about a program they participated in more than five months later.
- **Establish a "learning community" among funded projects and ADE to address the need for sharing lessons learned and creative strategies for overcoming barriers.** A continued recommendation from the 2003-2004 audit (LeCroy & Milligan Associates, Inc., 2004) is to provide grantees with a forum where educators can share lessons learned and creative strategies for overcoming barriers. The annual legislated program audit could also contribute to such a learning community if the audit is integrated with program delivery.

Introduction and Background

Individuals who drop out before completing high school face significant barriers to leading successful lives as adults, such as higher unemployment, lower earning potential, and greater likelihood of needing public assistance. Although the strongest risk factor for dropping out is poor academic performance, other risk factors include: repeating a grade, speaking English as a second language, having high absence rates, being low income, and becoming pregnant (Wood, 1994).

In an effort to lower dropout rates in Arizona, the Arizona Legislature enacted Arizona Revised Statute (A.R.S.) §15-809 in April 2000, establishing the AIMS Intervention and Dropout Prevention Program. A.R.S. §15-809 allocates funding for program implementation to public or private service providers having documented success with dropout prevention services for the student population served and student support and participation to meet statutory requirements. A.R.S. §15-809 delegates management of the program to the Arizona Department of Education (ADE). ADE developed application procedures, selection criteria, and performance standards for service providers.

A.R.S. §15-809 also mandates an annual audit of the AIMS Intervention and Dropout Prevention Program (AIMS IDP). ADE contracted with LeCroy and Milligan Associates, Inc. to prepare a performance audit report. This second annual report covers 2004-2005. Within this report, the word "program" is used to refer to the entire AIMS Intervention and Dropout Prevention program. Funded service providers implement the program through their grants. "Project" refers to the individual grantees who implement the services. This audit primarily focuses on the AIMS IDP, but some of the data are reported on a project level to provide the reader a more complete picture of the diversity of program implementation.

This audit report is organized into the following sections:

- An overview of the AIMS Intervention and Dropout Prevention Program Statutory Requirements
- A review of the grant allocation for the 2004-2005 Program Year, including project award information, service provider experience in dropout prevention, and use of funds
- A reporting of the audit data and results organized by ADE schedule of deliverables

- A review of Staff Survey and Student Survey results to provide supplementary information about staff/stakeholder and student perceptions of program quality and satisfaction
- A selection of personal impact stories
- An examination of the strengths and barriers to program implementation and utilization of the effective strategies for dropout prevention programs as recommended from the National Dropout Prevention Center/Network
- Recommendations
- Project descriptions for each project site, including information on creative program components, program challenges and success stories (Appendix A)

Data Collection

The primary source of data was individual progress reports for 2004–2005 submitted by the funded projects to ADE. Even though ADE provided progress report requirements (e.g., the schedule of deliverables) in the Request for Grant Applications (RFGA), there was great variability in the quality of the reports. For example, most reports lacked project descriptions or specific references to the schedule of deliverables. Some reports provided information specific to a site or a student, but did not provide information for the project overall. Follow-up phone calls were made with each of the project administrators and/or the data managers to clarify data.

To provide more context to the program implementation, the progress reports were supplemented with the data collected through:

- surveys of staff/stakeholders and students,
- interviews by telephone, and
- additional project documents for further insight into the project.

AIMS Intervention and Dropout Prevention Program

Statutory Requirements

A.R.S. §15-809 stipulates that funded service providers comply with the following program requirements:

Student Population Served

- Students in grades 9 through 12
- Students who are most likely to drop out of high school without graduating and who have a documented record of academic, personal, or vocational barriers to success in high school and the workplace

Student Support

- At least nine consecutive months of academic support, including tutoring and remediation, to ensure that the students meet academic standards adopted by the State Board of Education
- Comprehensive instruction on Arizona Workplace Skills Standards adopted by the State Board of Education
- Instruction in leadership and civic duty

Student Participation

- Students must earn credits toward graduation from high school
- Students shall perform volunteer activities or community service or shall be employed during summer vacation
- Students shall continue to participate in the program for twelve months after graduation from high school during which time the service provider gives follow-up assistance designed to assist the student's transition to post-secondary education, vocational or job training, military service, or employment for twelve months after graduation from high school

Arizona Department of Education Requirements

A.R.S. §15-809 delegates responsibility for the AIMS Intervention and Dropout Prevention (IDP) Program to ADE. ADE has established a set of minimum performance standards for service providers that incorporates all the statutory requirements listed in the legislation. In compliance with the statute, ADE issued RFGA No. ED04-0061 for the 2004–2005 implementation year. The RFGA stated that the grantee is responsible for submitting to ADE an *Annual Progress Report* that documents progress on project goals including program activities, student participation, evidence of intervention success, and project expenditures. The RFGA allows evidence of program effectiveness to be provided through qualitative and quantitative measures.

ADE's RFGA included a schedule of deliverables (A-M below) for each funded project's annual report. Data and details for each deliverable are found on the referenced pages of this report.

	Deliverable	Report Page
A.	The **number of students who participated** in the program, including the number recruited for participation, the number who started and the percentage of participants who completed	Page 15
B.	The **demographics of students** participating in the program, including ethnicity and gender	Page 18
C.	The **percentage of students who qualified for inclusion** in the program by each measurable criterion for defining at-risk students described above and any additional criteria used by the grantee to determine need for the intervention	Page 20
D.	**Evidence of student participation** in the program, including days/hours of attendance, community service hours, and/or hours in internships, job shadowing, visiting workplaces and so forth	Page 21
E.	**Evidence of school attendance**, including average number of days in attendance for participants before and after the intervention.	Page 24
F.	The average **increase in the number of credits** accumulated for graduation from the beginning of the intervention to completion of the intervention	Page 24

	Deliverable	Report Page
G.	The average **increase in the grade point average** for participants from the beginning of the intervention to completion of the intervention	Page 25
H.	The percentage of participants who **increased AIMS scores** from "Falls Far Below" and "Approaches" the Standard to "Meets" or "Exceeds" the Standard on all three components of the test (math, reading, and writing)	Page 26
I.	The average increase in percentile rank scores of participants on the **Stanford 9/Terra Nova**	Page 29
J.	Participant **status in school at the end of the intervention** (e.g., promoted to next grade, retained at same grade, graduated, GED, moved/transferred, protracted illness, dropped out, expelled, and incarcerated)	Page 30
K.	The percentage of **participants who graduate from High School** or obtain a GED on or within twelve months after the scheduled graduation date for the student's classmates	Page 32
L.	The percentage of participants who graduate from High School or obtain a GED and who begin **participation in postsecondary education, employment, vocational or job training** or military service within twelve months	Page 33
M.	The percentage of participants who are either **enrolled full-time at a postsecondary education institution, employed full-time, enrolled in a full-time vocational or job training program**, or on active duty in the Armed Forces of the United States, or any combination of these activities that in totality amount to full-time activity within twelve months	Page 34

Program Service Providers Funded for 2004-2005

In response to the applications received from service provides for funding dropout prevention services, ADE awarded grants to five service providers in 2004-2005. Four of the five providers also received funds in 2003-2004:

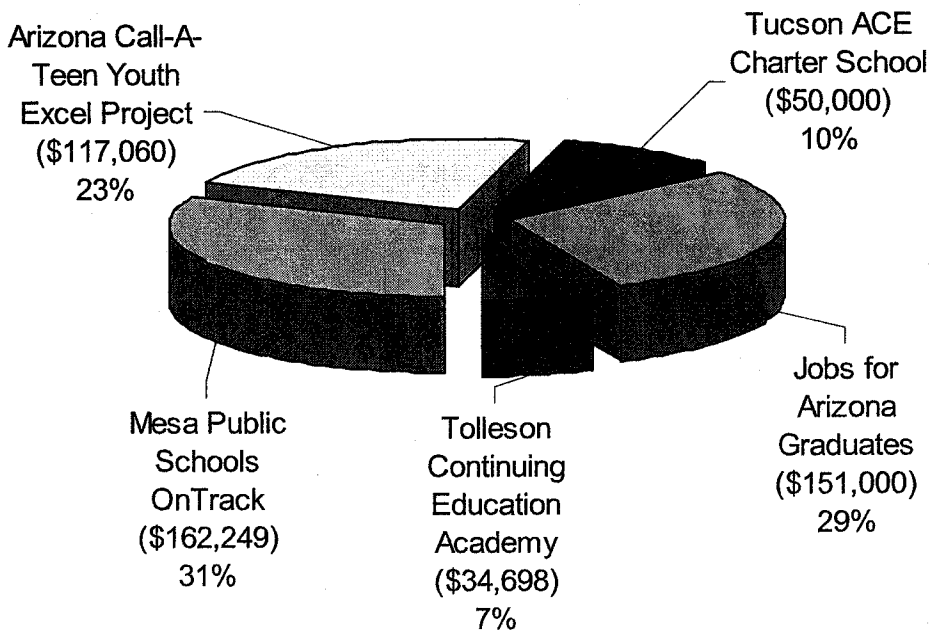
- Arizona Call-A-Teen: *Youth Excel Project* (YEP)
- Jobs for Arizona's Graduates: *Jobs for Arizona's Graduates* (JAG)
- Mesa Public Schools: *OnTrack*
- Tolleson Union High School District: *Continuing Education Academy* (CEA)

The new service provider for 2004-2005 was:

- Tucson Youth Development: *ACE Charter School* (ACE)

In total, $515,007 was awarded to the five grantees listed above for the 2004–2005 academic year. Figure 1 shows the distribution of award funds.

Figure 1. Awarded AIMS IDP Funds by Grantee for 2004-2005



Source: Arizona Department of Education, 2005

Table 1. Use of Grant Funds in 2004-2005

Grantee / Service Provider	Funded Amount	Use of Grant Funds	Number of Students Served
Arizona Call-A-Teen Youth Resources, Inc., Youth Excel Project (YEP)	$117,060	Salaries for YEP specialists, mileage, supplies and materials	68 (Increase from 60 in 2003-2004)
Jobs for Arizona's Graduates (JAG)	$151,000	Partial salaries for school-based coordinators & JAG state program manager, supplies & materials	717 (Increase from 428 in 2003-2004)
Mesa Public Schools OnTrack	$162,249	Instructional and data management salaries, supplies and materials, printing & reproduction, work place skills professional development	439 (Increase from 335 in 2003-2004)
Tolleson Union High School District Continuing Education Academy (CEA)	$34,698	Partial salary of part-time reading teacher; supplies	35 (Decrease of 1 from 2003-2004)
Tucson Youth Development ACE Charter High School (ACE)	$50,000	Salary for AIMS Intervention/ Dropout Prevention Specialist and project supplies and materials	55 (Not funded in 2003-2004)

Service Provider Experience in Dropout Prevention

A.R.S.§ 15-809 stipulates and ADE requires that applicants have demonstrated success in delivering dropout prevention services. Table 1 shows the years of dropout prevention services provided by each grantee, which ranged from 7 to 28 years.

Table 2. Project Experience Providing Dropout Prevention Services (2004-2005)

Service Provider	Funded Project	Years Providing Dropout Services
Arizona Call-A-Teen	Youth Excel Project (YEP)	28
Tucson Youth Development	ACE Charter School (ACE)	18
Jobs for Arizona's Graduates	Job for Arizona's Graduates (JAG)	14
Mesa Public Schools	OnTrack	11
Tolleson Union High School District	Continuing Education Academy (CEA)	7

Program Impact

Many of the funded projects operate in alternative education settings. Therefore, students often participate until their educational goal is reached, whether that individual's goal is enough credits for graduation, catching up on academic skills needed for success in regular classes, etc.

Two projects, JAG and Mesa OnTrack, provided services on existing, traditional high school campuses. JAG worked in partnership with 11 schools to provide remediation or tutoring to allow students to attend regular classes. Academic support for OnTrack students varied according to the school site and was delivered either during the regular school day, during afternoon and evening hours, and/or on weekends.

Three projects — Tolleson Continuing Education Academy (CEA), ACE Charter School (ACE), and Arizona Call-A-Teen Youth Excellence Project (YEP) — are operated in alternative high schools. The Tolleson CEA and ACE Charter School are year-round, open entry/open exit projects designed to provide an alternative setting for district students using an individualized, self-paced methodology. YEP operated at two locations during 2004-2005: a charter school (named the Center of Excellence), and at the Tolleson CEA location. YEP presented a variety of academic support services at each of the three sites. For a complete description of each project, please see Appendix A.

A. Number of Student Participants

Deliverable A is defined as, "The number of students who participated in the program, including the number recruited for the participation, the number who started and the percentage of participants who completed." During 2004-2005, 1,314 students participated in the AIMS Intervention and Dropout Prevention (IDP) Program. These students are discussed in detail below.

1. Recruitment

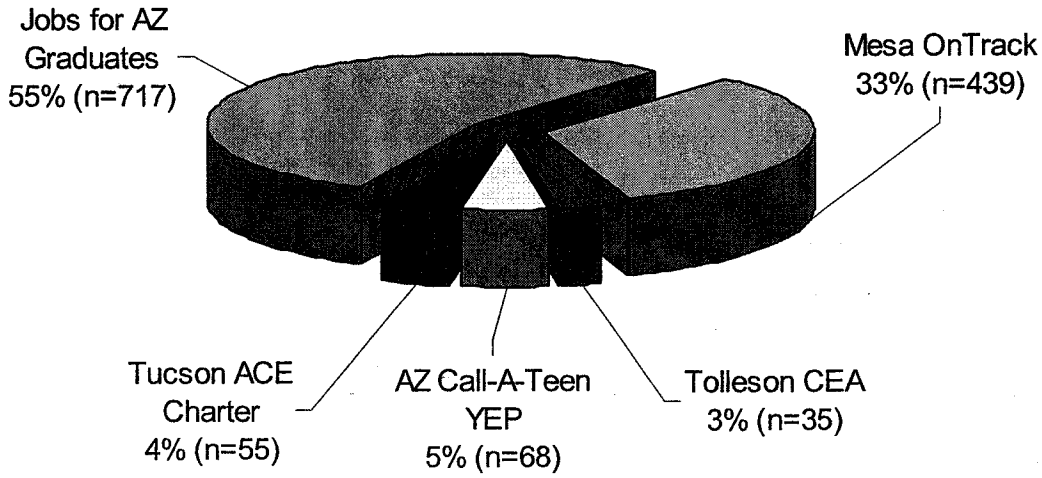
Nearly 1,450 students were recruited during 2004-2005. Of those, 1,314 students participated in the program. All projects showed high rates of participation among recruited students. ACE Charter High School and Tolleson CEA reported the highest recruitment and participation rates, each with a participation rate of 100% of recruited students actually participating in the project (55 students and 35 students, respectively). Jobs for Arizona's Graduates (JAG) reported a participation rate of 90% (717 students out of 800) and Mesa OnTrack reported a participation rate of 88% (439 students out of 500). How participants were recruited varied by project. One project

identified students through a recruitment process involving administrators and in-school advisory committee. Other projects recruited students based on a student's achievement on standardized tests, such as the Gates-MacGinitie Reading Test® or the AIMS test. Still another project utilizes an ongoing open enrollment, open-exit model with students opting into the program when they do not have enough credits to graduate.

2. Participation

Figure 2 shows the number of students served by each project and each project's percentage of total participants. The single largest group (55%) of program participants was served by Jobs for AZ Graduates (n=717). Mesa OnTrack provided 33% (n=439) of the remaining half of program participants.

Figure 2. Numbers of Students Served, by Project (2004-2005)



Source: Audit of Annual Progress Reports, 2004-2005.

3. Completion

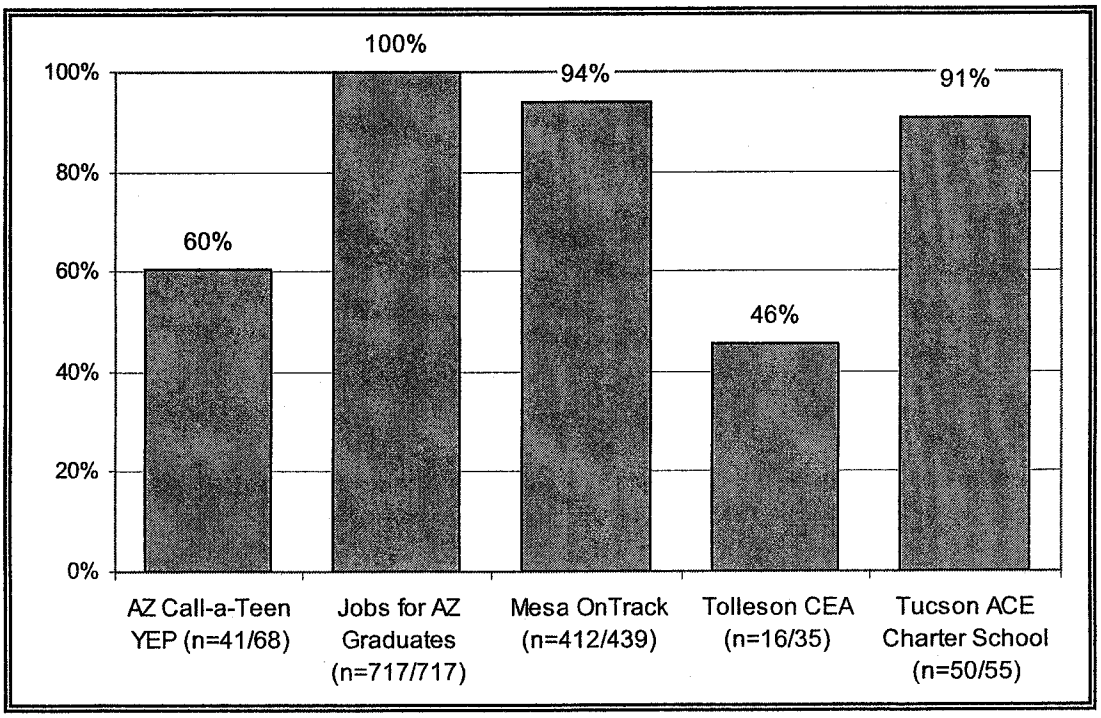
Projects varied in their definition of program completion. For example, one project identifies program completers as students who read at a 9.0 grade level as required by the district based on the Gates-MacGinitie Reading Test®, or who have increased their reading skills by two or more grades. Most projects defined completion as "completing the school year." Figure 3 summarizes the percent completion for each project. Overall, 1,236 students completed the program – 94% of the number of participants.

For the second year in a row, JAG reported a 100% completion rate. In addition, two of the four projects funded during 2003-2004 showed increases in completion rates for the 2004-2005 funding year:

- Mesa On Track increased from 84% completion rate (of 335 students) to a 94% completion (of 439 students)
- Tolleson CEA increased from 39% completion rate (of 35 students) to a 43% completion rate (of 35 students)

AZ Call-A-Teen YEP decreased from a 65% completion rate (of 60 students) to a 60% completion rate (of 68 students). Tucson ACE Charter School was not funded during 2003-2004, but had a completion rate of 91% (of 65 students).

Figure 3. Percentage of Students Completing Program, by Project (2004-2005)



Source: Audit of Annual Progress Reports, 2004-2005.
Note: Projects varied in their definition of program completion.

4. Special Subpopulations

ADE expressed particular interest in knowing about two sub-populations of students, English Language Learners and Special Education students. Based on data from all of the projects, the 2004–2005 program served the following:

- 135 English Language Learners
- 101 Special Education students

Overall, about one in ten students participating in the AIMS IDP Program were English Language Learners or special education students.

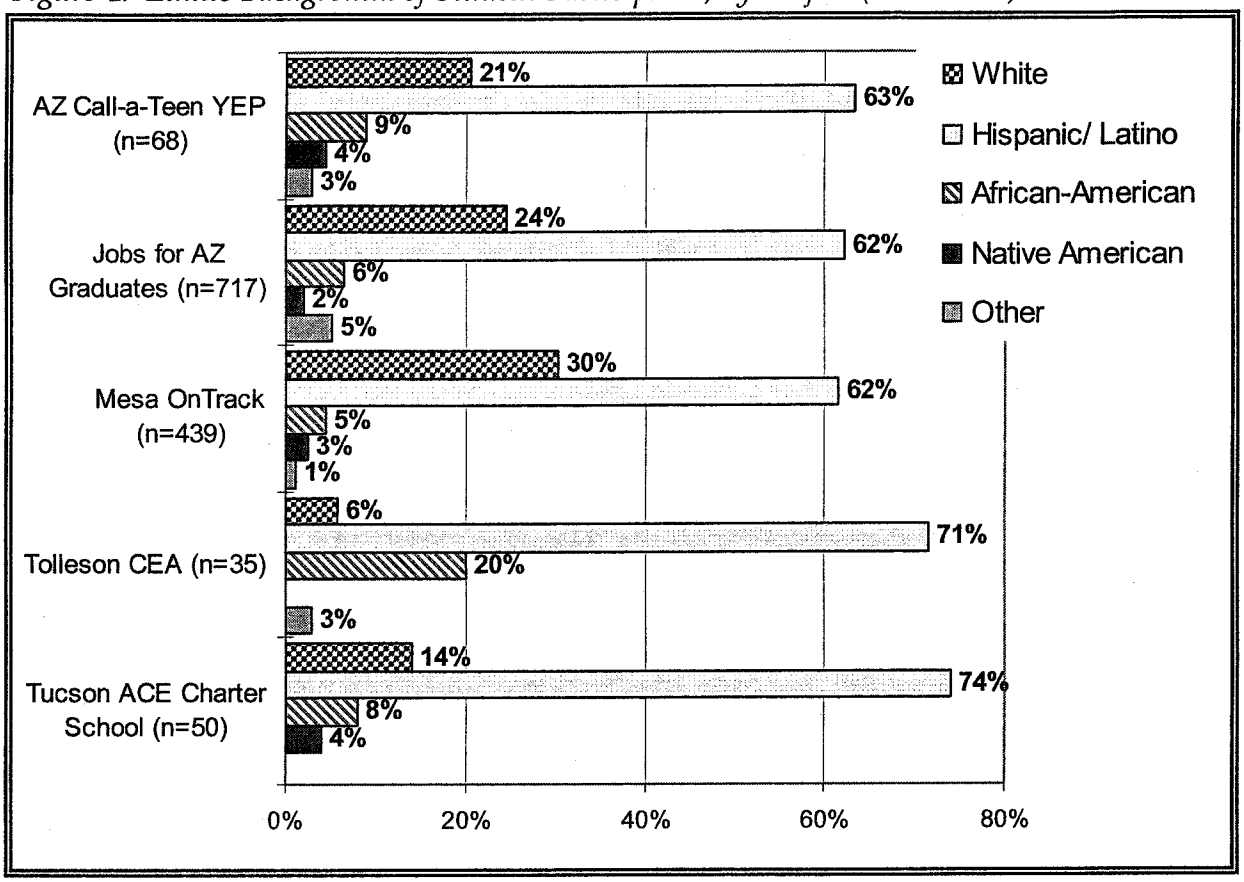
B. Demographics of Students

Deliverable B is defined as, "The demographics of students participating in the program." Last year, some of the annual progress reports did not include this data. This year, four out of the five projects provided demographic data in their annual progress reports.

1. Ethnicity

Students served were ethnically diverse. Overall, the majority (62%) was Hispanic/Latino, a decrease from the 71% reported during 2003-2004. Other ethnicities represented were 26% White, 6% African American, 2% Native American, 1% Asian American, and 1% mixed or other ethnicity. Figure 4 illustrates the ethnicity of participants by project. Each project funded during 2004-2005 served a majority of Hispanic/Latino students. The high rates of Hispanic/Latino participants and the number of English Language Learners (about 1 in 10 participants) in the program, underscore the need to offer materials, especially those for parents, in multiple languages.

Figure 4. Ethnic Background of Student Participants, by Project (2004-2005)

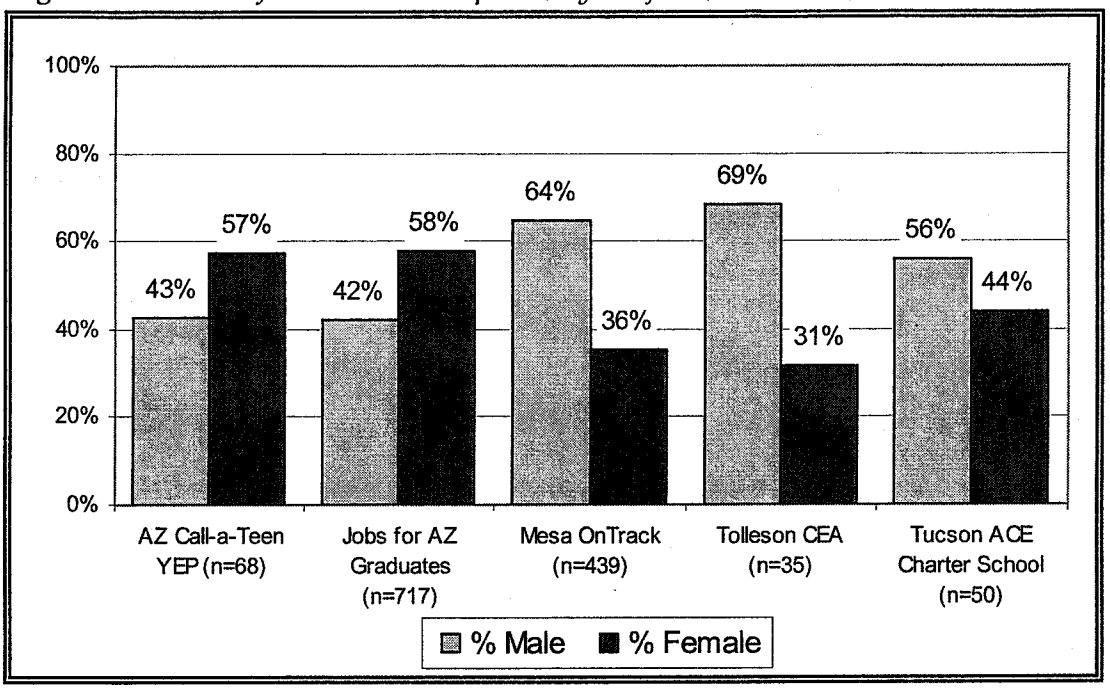


Source: Audit of Annual Progress Reports, 2004-2005.

2. Gender

The percentage of male and female student participants in the 2004–2005 AIMS IDP Program year was almost equal, 51% male and 49% female. Gender differences are best illustrated by looking at individual projects (Figure 5). In two projects —JAG and YEP— the majority of participants were female (58% and 57%, respectively). In two other projects —Tolleson CEA and OnTrack— the participants were mostly male (69% and 64%, respectively).

Figure 5. Gender of Student Participants, by Project (2004-2005)



Source: Audit of Annual Progress Reports, 2004-2005.

3. Grade Level

A.R.S. §15-809 and ADE require the program to serve at-risk students in grades 9, 10, 11, or 12. All student participants in the program fell within this range. Some of the projects could more easily report a grade level for students than could other projects; for example, students in alternative education programs are not easily classified in traditional grade level categories.

C. Percentage of Students Who Qualified for Inclusion

Deliverable C is "The percentage of students who qualified for inclusion in the program by each measurable criterion for defining at-risk students described by ARS §15-809 and any additional criteria used by the grantee to determine need for the intervention." ADE set the following criteria for defining and documenting academic, personal or vocational barriers:

- Handicapped/disabled
- Economically disadvantaged
- Limited English proficiency
- Disciplinary problems

- Pregnant or parenting
- Failing grades
- Deficient credits for grade level
- "Falls Far Below" or "Approaches" the standard on the AIMS
- Low Stanford 9 scores
- Over age for grade level
- Documented Learning Disabled

Each project documented that every student participant met at least one of the measurable criteria for defining at-risk students. Therefore, all of the 1,314 student participants (100%) qualified for inclusion in the program.

D. Evidence of Student Participation

Deliverable D requires the projects to provide evidence of student participation in the program, including days/hours of attendance, community service hours, and workplace skills hours. In addition, statute A.R.S. §15-809 stipulates that the AIMS IDP Program provide at least nine consecutive months of academic support.

1. Attendance

Each project was required to provide proof of attendance as evidence of student participation. Attendance was calculated differently for each of these alternative education projects and, in some cases, was not provided at all within the annual progress reports. Despite a variety in delivery methods (e.g., computer-based instruction for distance learning), each of the funded projects was able to provide information about attendance. This is presented in Table 3.

Table 3. Hours of Attendance, by Project (2004-2005)

Project	Total Hours of Attendance	Per Student Hours of Attendance
Jobs for AZ Graduates (n=717)	87,088	121.5 hours
Mesa Public School OnTrack (n=439)	13,722	31.2 hours
Tolleson Continuing Education Academy (n=35)	5,906	168.8 hours
AZ Call-A-Teen Youth Excel Project (n=68)	2,305	33.9 hours
Tucson Youth Development ACE Charter School (n=50)	1,952	39.0 hours

Source: Audit of Annual Progress Reports, 2004-2005.

Tolleson CEA reported the highest average hours per student, with 168.7 hours. AZ Call-A-Teen YEP reported the lowest average hours per student, with less than 40 hours. The total hours of attendance reported ranged from just under 2,000 to over 87,000 hours.

2. Academic Support

To ensure that participating students meet the academic standards adopted by the state board of education, Statute A.R.S. §15-809 stipulates that the AIMS IDP Program provide at least nine consecutive months of academic support, including tutoring and remediation. Each of the funded projects reported that such academic support was available for at least nine consecutive months during 2004-2005.

3. Community Service Hours

Participation in the AIMS IDP Program provided opportunities for participants to develop leadership skills and perform service to the community. During 2004-2005 AIMS IDP students completed 8,986 contact hours focused on community service. Hours allocated to this required program component varied greatly across projects. Table 4 displays the total hours of community service hours reported by each project as well as an average breakdown per student.

Table 4. Community Service Hours, by Project (2004-2005)

Project	Total Hours of Community Service/	Per Student Hours of Community Service
Jobs for AZ Graduates (n=717)	7,888 hours	11.0 hours
AZ Call-A-Teen Youth Excel Project (n=68)	557 hours	8.2 hours
Tucson Youth Development ACE Charter School (n=50)	360 hours	7.2 hours
Mesa Public School OnTrack (n=439)	160 hours	0.4 hours
Tolleson Continuing Education Academy (n=35)	21 hours	0.6 hours

Source: Audit of Annual Progress Reports, 2004-2005.

Jobs for AZ Graduates, AZ Call-A-Teen YEP, and Tucson ACE Charter School implemented this component well with over 7 hours per student, on average. In contrast, the other two projects reported less than 1 hour per student on average.

4. Workplace Skills

In addition to academic support, ARS §15-809 and ADE's RFGA require each project to provide workplace skills training, including internship, job shadowing, and opportunities for visiting workplaces. The total number of hours of workplace skills instruction for 2004-2005 was 21,257 hours.

Projects varied in the extent to which this component was utilized; for some projects, this component was a more central theme to the program implementation than others. For instance, AZ Call-A-Teen YEP integrated this component into its program to a much larger extent than did Mesa OnTrack. Table 5 reports by project the total number of hours of workplace skills instruction and average hours per student.

Table 5. Workplace Skills Instruction Hours, by Project (2004-2005)

Project	Total Hours of Workplace Skills Instruction	Per Student Hours of Workplace Skills Instruction
Jobs for AZ Graduates (JAG)	10,594	15 hours
AZ Call-A-Teen Youth Excel Project (YEP)	8,928	131 hours
Mesa Public School OnTrack	913	2 hours
Tucson Youth Development ACE Charter School (ACE)	440	9 hours
Tolleson Continuing Education Academy (CEA)	382	11 hours

Source: Audit of Annual Progress Reports, 2004-2005.

Total number of hours for workplace skills instruction for the entire program was 21,257. As Table 5 shows, there was a great difference in the amount of workplace instruction provided by each project. When averaged across all students, hours of instruction per student ranged from 2 to 131.

E. Evidence of School Attendance

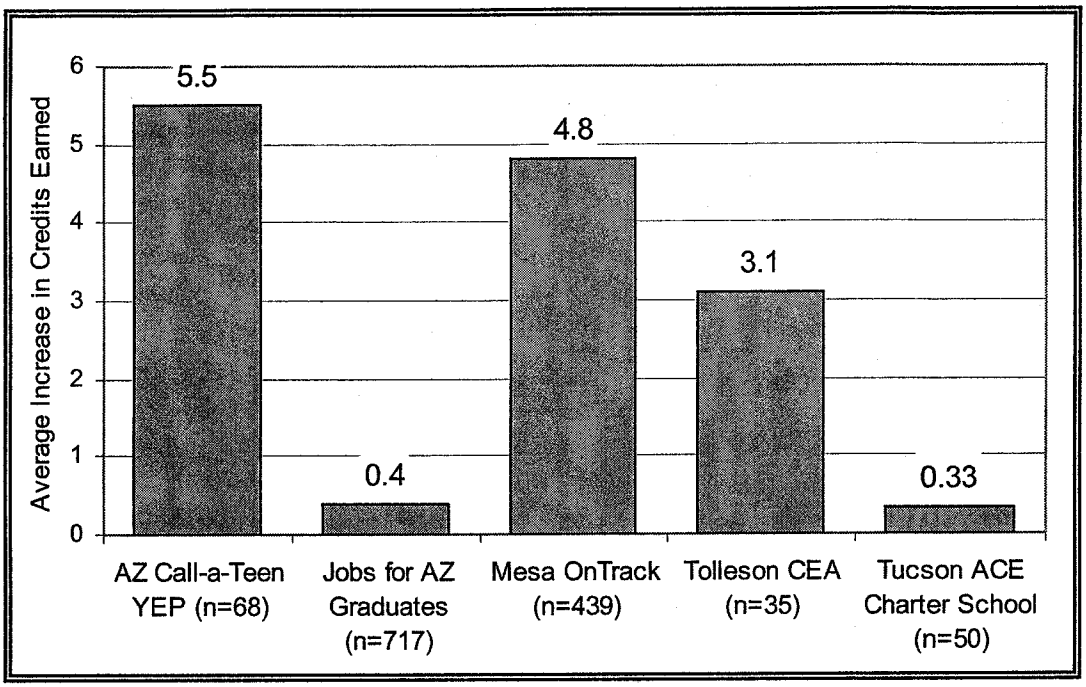
Deliverable E requests evidence of average days of school attendance before and after the intervention. Projects varied in their ability to provide data for this deliverable. One project provided detailed information by grade level and site; another project provided it before, during, and after the intervention. Two other projects do not separate attendance data into before and after intervention totals and thus could not provide comparison. Therefore, the data below must be interpreted with caution due to these variations in reporting.

- **Arizona Call-A-Teen Youth Excel Project** reported an increase in absenteeism. Attendance data showed a slight 1.2% decrease in the average attendance rate (i.e., the percentage of time the student is present), from an average attendance of 73.9% before intervention to 72.7% after the intervention.
- **Jobs for Arizona Graduates** reported attendance data by grade level. Average absenteeism decreased 20% for seniors; however, absenteeism increased by 31% for juniors, 5% for sophomores, and 4% for freshmen. Data for individual school projects involved in JAG reported widely varying rates, with five schools showing decreases and three showing increases in average absenteeism.
- **Mesa Public School OnTrack** reported overall attendance during participation, but did not have before or after attendance rates.
- **Tolleson Continuing Education Academy** reported overall attendance, but did not have before and after intervention attendance rates.
- **Tucson ACE Charter School** reported attendance by AIMS component before, during, and after the intervention. In general, absenteeism decreased during the intervention, but increased again after the intervention. Attendance rates before the intervention were around 71% (108.9 days of 153), which rose to a high of 79% (85.8 days of 109) during the intervention, before reaching 77% (226 days of 294) after the intervention.

F. Increase in Number of Credits Accumulated for Graduation

Deliverable F specifies each project report the average increase in number of credits accumulated by student participants toward graduation from the beginning to end of intervention year 2004–2005. As Figure 6 illustrates, the range of average increase in credits towards graduation was between 0.3 credits and 5.5 credits.

Figure 6. Average Increase In Credits As Reported, by Project (2004-2005)



Source: Audit of Annual Progress Reports, 2004-2005.

G. Increase in Grade Point Average

ADE's schedule of deliverables included average increase in grade point average (GPA) for participants from the beginning of the intervention to completion. Average increase in GPA is reported in Table 6. Variations existed in how average GPA was reported; some project sites reported it for all project participants, another site reported it by grade level (JAG). Still another project provided a range of increases for all project participants without reporting an overall average (Tucson ACE Charter). Therefore, caution should be used when interpreting this data.

Table 6. Average Increase In GPA As Reported, by Project (2004-2005)

Project	Average increase in GPA	How data was reported
AZ Call-A-Teen Youth Excel Project (n=68)	+0.4	Average is based on all participants
Jobs for AZ Graduates (n=717)	9th grade: +0.5 10th grade: no change 11th grade: +0.1 12th grade: +0.1	Summary of all school sites, by grade level
Mesa Public School OnTrack (n=439)	+0.2	Average is based on all participants
Tolleson Continuing Education Academy (n=35)	+0.4	Average is based on all participants
Tucson Youth Development ACE Charter School (n=55)	Range of credit increases of 0.5 to 2.5	Summary of range of individual student GPA increases

Source: Audit of Annual Progress Reports, 2004-2005.

All five projects reported an increase in GPA, with the range of increases from 0.1 (reported by JAG) to 2.5 (reported by a Tucson ACE student). Looking at the projects that provided data for all participants overall, it would appear that the smaller the project, the more likely an increase in GPA will be seen. It should be noted that none of the projects responded to this deliverable in their annual progress report. JAG and YEP reported *percent* increases in GPA; Mesa OnTrack and Tucson ACE provided a number illustrating the *actual* overall increase in GPA; and Tolleson CEA provided a spreadsheet of student data, including GPA increase for each student.

H. AIMS Scores

The schedule of deliverables included the criterion, "The percentage of participants who increased AIMS scores from 'Falls Far Below' and 'Approaches' the Standard to 'Meets' or 'Exceeds' the Standard on all three components of the test (math, reading, and writing)." Each of the projects provided information in response to this criterion; however, the quality of the data (for instance, whether or not there were comparison years) varied by project. Only one project was able to address this criterion directly — Jobs for Arizona Graduates reported that 24 of its 88 juniors achieved the "Meets" or "Exceeds" standards on all three components of the AIMS test.

During 2004-2005, between 20 and 137 students took the AIMS test across all projects. Of those students,

- 35% to 59% successfully passed the AIMS Reading component
- 50% to 72% successfully passed the AIMS Writing component
- 9% to 57% successfully passed the AIMS Math component

Four of the five projects provided comparison data for students taking AIMS in 2003-2004 and 2004-2005. Table 7 below illustrates the comparison of percent of unmatched students achieving "Meets/Exceeds" standards, by project and AIMS test component.

Table 7. Percent of Students Achieving "Meets/Exceeds" Standards, by Project and Test Component (2004-2005)

	AZ Call-A-Teen YEP		Jobs for AZ Graduates		Mesa OnTrack	
	Total # taking test (unmatched)	% achieving "Meets" or "Exceeds"	Total # taking test (unmatched)	% achieving "Meets" or "Exceeds"	Total # taking test (unmatched)	% achieving "Meets" or "Exceeds"
Reading						
2003-2004	32	28%	83	39%	30	33%
2004-2005	20	35%	124	59%	137	40%
Writing						
2003-2004	26	42%	78	42%	29	66%
2004-2005	20	50%	127	72%	131	54%
Math						
2003-2004	31	6%	83	14%	31	32%
2004-2005	22	9%	131	55%	134	57%

Source: Audit of Annual Progress Reports, 2004-2005.

As Table 7 shows, the percent of students achieving the "Meets/Exceeds" standards increased for all projects and test components except Mesa OnTrack's writing, which decreased from 66% to 54%. This is likely a result of the four-fold increase in program participants between the two years, from 29 participants in 2003-2004 to 131 participants in 2004-2005.

Tucson ACE Charter School provided the most useful information in terms of comparison data. Tucson ACE had access to information based on students taking the AIMS test more than once (i.e., matched scores). Looking at the matched scores data

enables a real comparison of program improvement, as measured by AIMS results. A summary of the results for Tucson ACE Charter School are as follows:

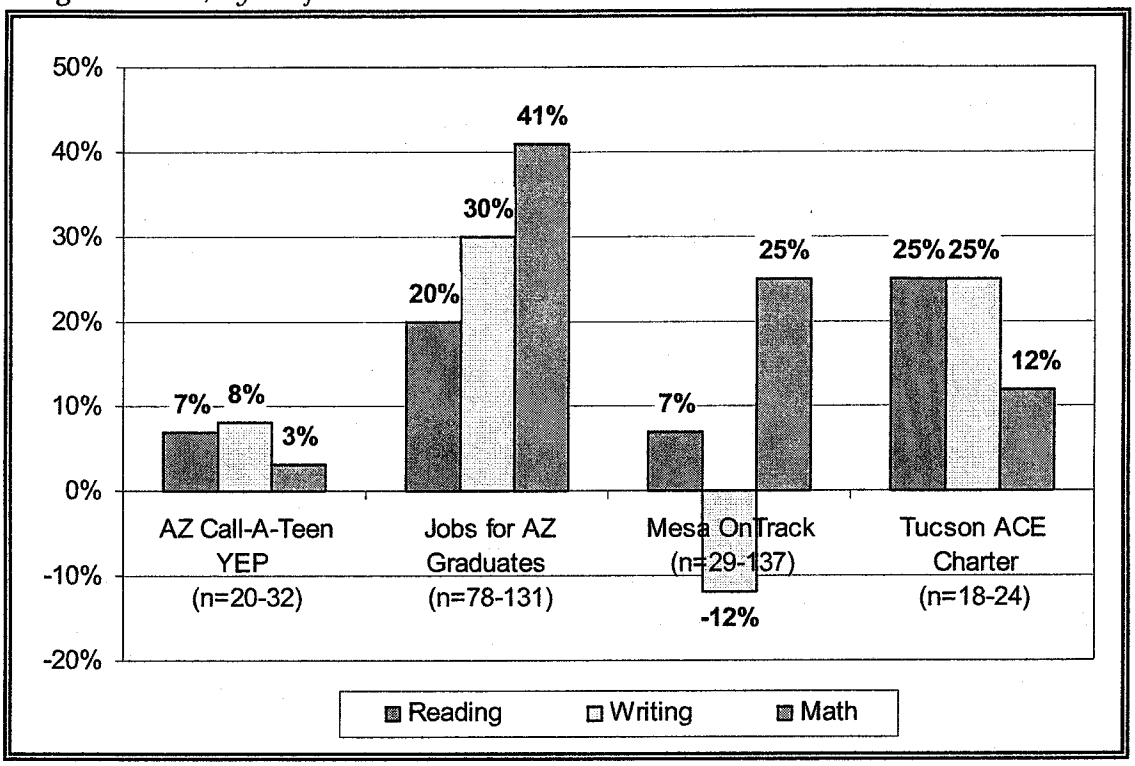
- For the students who scored in the "Falls Far Below/Approaches" standards in Reading component, 25% increased to the "Meets/Exceeds" standards in 2004-2005
- For the students who scored in the "Falls Far Below/Approaches" standards in Writing component, 25% increased to the "Meets/Exceeds" standards in 2004-2005
- For the students who scored in the "Falls Far Below/Approaches" standards in Math component, 12% increased to the "Meets/Exceeds" standards in 2004-2005

Tolleson CEA did not report comparison data. Rather, the project administrator reported that one student (of four) met or exceeded the standards in Reading and in Writing and that no students met or exceeded the standard in Math during the 2004-2005 program year.

Changes in Achievement between 2003-2004 and 2004-2005: Figure 7 provides a summary of AIMS achievement *increases* by project and test component. The difference in the number of students achieving "Meets/Exceeds" standards between 2003-2004 and 2004-2005 project years were quite large. For example:

- JAG showed a 41% increase in the Math component and a 30% increase in the Writing component
- Tucson ACE Charter showed a 25% increase in both Reading and Writing components and a 12% increase in the Math component
- Mesa OnTrack showed a 25% increase in the Math component
- AZ Call-A-Teen YEP showed an 8% increase in the Writing component and a 7% increase in the Reading component

Figure 7. Summary of AIMS Achievement Increases Between 2003-2004 and 2004-2005 Program Years, by Project



Source: Audit of Annual Progress Reports, 2004-2005.

Each project expressed concern about the "best" way to represent improvements in AIMS scores. To ensure the best data, it is recommended that ADE develop a standardized format addressing this criterion.

I. Stanford 9/ Terra Nova Scores

A.R.S. §15-809 and the corresponding ADE schedule of deliverables dictate that funded projects will report "average increase in percentile rank scores of participants on the Stanford 9." The Terra Nova test replaced the Stanford 9 test in 2004-2005.

In 2004–2005, a combination of the Stanford 9 and Terra Nova was given in grades 2-9. At maximum, this test is only taken once during a student's participation in the program, so no comparison is possible. In addition, project administrators reported being confused about being required to provide average scores for two separate cohorts in any comparative way. All project administrators reported that AIMS scores were a better indicator of improvement than Stanford 9 or Terra Nova scores. This reporting criterion is discussed further in the *Recommendations* section of this report.

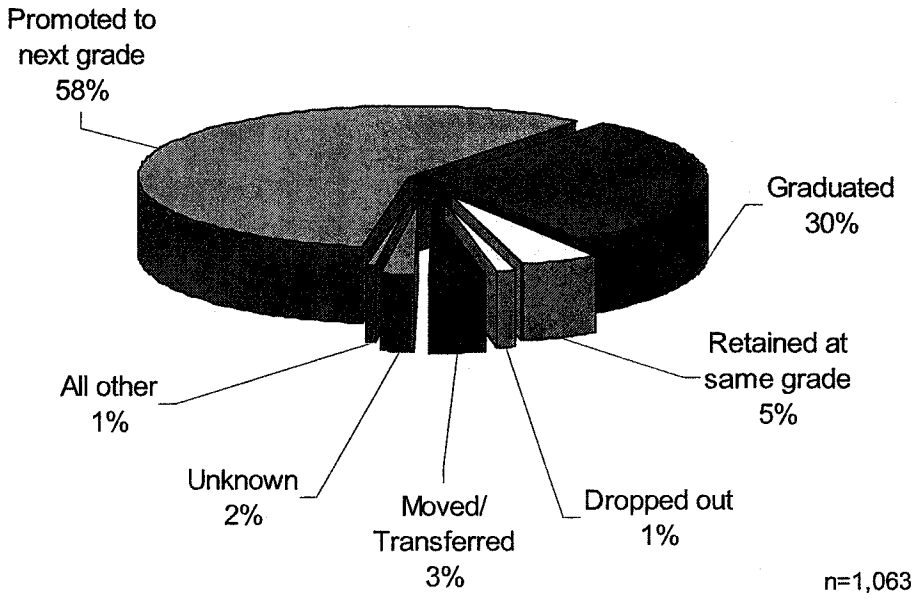
J. Participant Status in School at End of Intervention

Deliverable J asked for information about participant status in school at the end of the intervention. The examples given were "promoted to next grade, retained at same grade, graduated, GED, moved/ transferred, protracted illness, dropped out, expelled, and incarcerated." In terms of these categories, the status of 1,314 program participants after the intervention was:

- 615 students were promoted to next grade
- 50 students were retained at same grade level
- 324 students graduated
- 35 students moved or transferred
- 12 students dropped out
- 3 students had protracted illness/death
- 3 students were expelled
- 21 students could not be reached for follow up

Of the 1,314 program participants, 251 were still currently participating in the intervention (i.e., intervention had not ended). Figure 8 represents participant status of the remaining 1,063 participants for whom follow up data was available. Fifty-eight percent (58%) were promoted to the next grade and 31% graduated. Three percent moved or were transferred and less than 1% dropped out of the program.

Figure 8. Participant Status at End of Intervention (2004-2005)



Source: Audit of Annual Progress Reports, 2004-2005.
Note: Total does not include 251 students who are currently participating in intervention.

Table 8 provides a breakdown of participant status by project. At the end of the intervention, the majority of program participants either graduated or were promoted to the next grade.

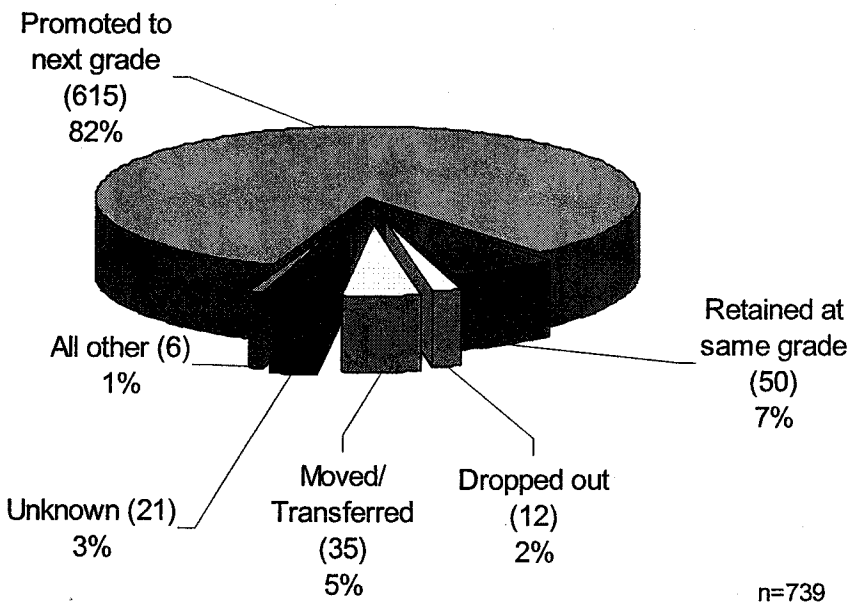
Table 8. Participant Status at End of Intervention, by Project (2004-2005)

Participant Status	AZ Call-A-Teen Youth Excel Project	Jobs for AZ Graduates	Mesa Public School OnTrack	Tolleson Continuing Education Academy	Tucson Youth Development ACE Charter School
Promoted to next grade	32% (n=22)	44% (n=205)	85% (n=371)	11% (n=4)	24% (n=13)
Retained at same grade level	19% (n=13)	2% (n=9)	<1% (n=2)	31% (n=11)	27% (n=15)
Graduated	35% (n=24)	51% (n=239)	10% (n=42)	31% (n=11)	15% (n=8)
Moved/ Transferred	2% (n=1)	2% (n=10)	2% (n=8)	20% (n=7)	16% (n=9)
Dropped	6% (n=4)	0	<1% (n=1)	6% (n=2)	9% (n=5)
Protracted illness/ Death	3% (n=2)	<1% (n=1)	0	0	0
Expelled	3% (n=2)	<1% (n=1)	0	0	0
Could not be Reached/Unknown	0	<1% (n=1)	3% (n=15)	0	9% (n=5)
Total	**68**	**466**	**439**	**35**	**55**

Source: Audit of Annual Progress Reports, 2004-2005.
Note: Total does not include 251 students who are currently participating in intervention.

Of the 739 non-graduating participants, over 83% were promoted to the next grade and 7% were retained at the same grade. Figure 9 provides the distribution of participant status for non-graduating students.

Figure 9. Participant Status at End of Intervention, Non-Graduating Students Only (2004-2005)



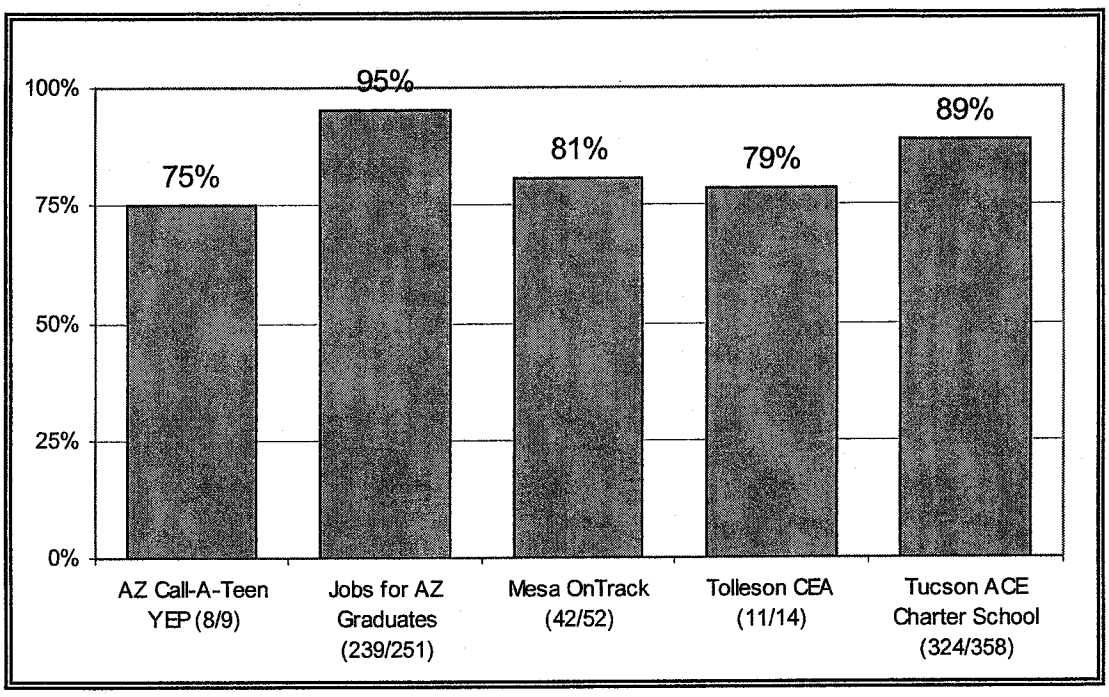
Source: Audit of Annual Progress Reports, 2004-2005
Note: Students may be of any grade level.

K. Graduation From High School

Deliverable K asks grantees to report the *"percentage of participants who graduate from high school or obtain a GED on or within twelve months after the scheduled graduation date for the student's classmates."* During 2004-2005, 358 program participants were eligible for graduation. Of those 358, a total of 91% (324) actually graduated.

Figure 10 illustrates the percent of participating eligible seniors graduating from high school by project. Of the data reported, the percent of participating eligible seniors that graduated from high school ranges from 75% to 95%. This represents an increase over the range of 61% to 92% reported for 2003-2004.

Figure 10. Percent of Eligible Seniors Graduating from High School, by Project (2004-2005)

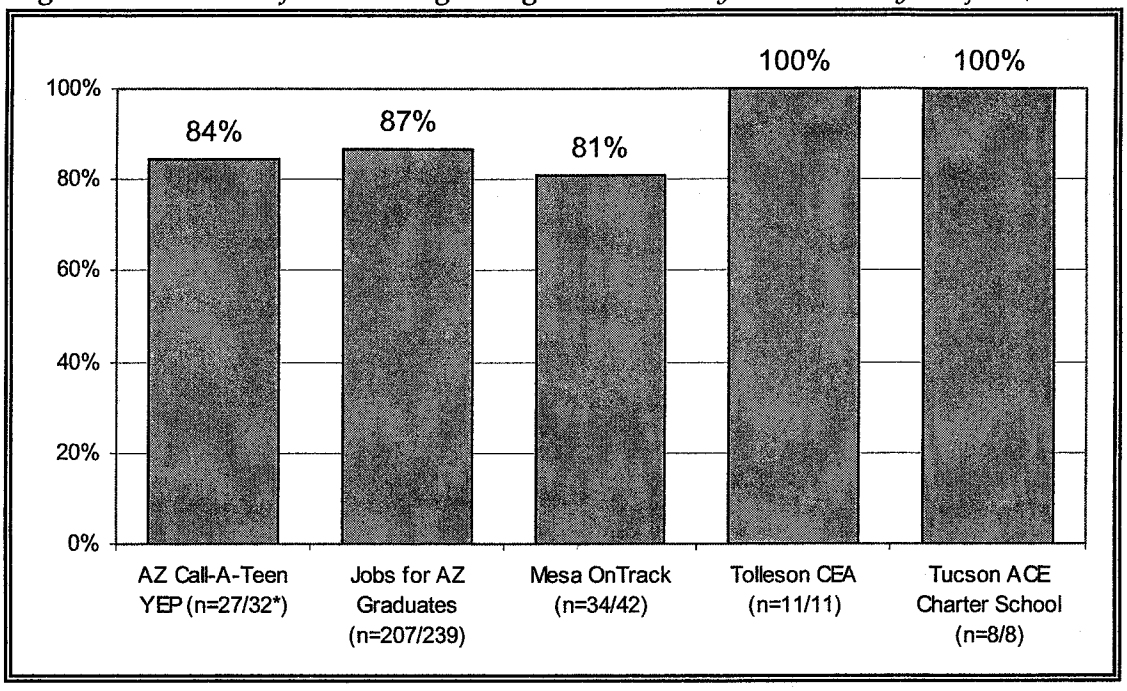


Source: Audit of Annual Progress Reports, 2004-2005.

L. Percentage Who Begin Postsecondary Education, Employment, Job Training or Military Service Within Twelve Months

Deliverable L asks grantees to report the *"percentage of participants who begin postsecondary education, employment, job training, or military service on or within twelve months after the scheduled graduation date for the student's classmates."* Of the 324 program participants who graduated from high school, 288, or 83%, began post-secondary education, employment, job training or vocational education, or military service within 12 months of their graduation date. Figure 11 provides the percent by project. The percentages of graduating seniors going on to postsecondary activities ranges from 81% to 100%.

Figure 11. Percent of Seniors Beginning Postsecondary Activities, by Project (2004-2005)



Source: Audit of Annual Progress Reports, 2004-2005.
*Note: AZ Call-A-Teen YEP total include eight additional seniors not counted previously.

M. Percentage Enrolled in Postsecondary Education, Employed, or in Military Service

Deliverable L asks grantees to report the *"percentage of participants who graduate from high school or obtain a GED and who begin postsecondary education, employment, job training, or military service on or within twelve months."* All funded projects implemented a follow-up procedure and tracked positive outcomes (postsecondary education, employment, vocational/job training, military service) for participants.

All projects reported some type of positive outcomes for their graduates. Three of the five projects provided percentages specified in the schedule of deliverables. Sometimes, however, the projects combined the categories specified in the schedule of deliverables (e.g., postsecondary education with vocational or job training), making it difficult to disaggregate the data. This is another example of where standardization of data reporting would help the projects report data in a consistent form.

Table 8 summarizes the positive outcomes after graduation reported by each project in their annual report. With the sole exception of JAG, all projects reported a higher percentage of seniors employed full-time than enrolled full-time in a postsecondary educational institution. For example, CEA reported 72% of seniors employed full-time compared to 18% that were enrolled in full-time postsecondary education. JAG, however, reported that 44% of its seniors are enrolled full-time at postsecondary educational institution and 31% are employed full-time.

Table 9. Summary of Project Outcomes and Follow-Up Methods (2004-2005)

Project	Positive Outcomes Reported for Graduates	Method of Follow-Up
AZ Call-A-Teen Youth Excel Project (YEP)	Of 32 seniors, 23 (72%) are enrolled in any combination of the below activities to amount to full-time, including: ▪ 3 (13%) are enrolled full-time at a postsecondary educational institution ▪ 7 (29%) are employed full-time ▪ 1 (4%) is on active duty in the military	Dropout Prevention Specialist conducts monthly follow-ups for 1 year following graduation
Tolleson Continuing Education Academy (CEA)	Of 14 seniors, 11 graduated. Of the 11 graduates: ▪ 2 (18%) are enrolled full-time at a postsecondary educational institution ▪ 8 (72%) are employed full-time ▪ 1 (9%) is enrolled in a full-time vocational education/ job training program	Monitors project participants through a variety of methods after six months and 12 months.
Jobs for AZ Graduates (JAG)	Of 300 eligible seniors, 239 graduated. Of the 239 graduates, 149 (62%) are enrolled in any combination of the below activities to amount to full-time, including: ▪ 123 (44%) are enrolled full-time at a postsecondary educational institution ▪ 94 (31%) are employed full-time ▪ 9 (4%) are enrolled in a full-time vocational education/ job training program ▪ 8 (3%) are on active duty in the military	Monthly contact with participants in the Follow-up Phase.

Project	Positive Outcomes Reported for Graduates	Method of Follow-Up
Mesa Public School OnTrack	Of 52 seniors: ▪ 33% are enrolled full-time at a postsecondary educational institution ▪ 43% are employed full-time ▪ 5% are on active duty in the military	Student follow-up on a quarterly basis
Tucson Youth Development ACE Charter School (ACE)	Of 9 eligible seniors, 8 graduated. Of the 8 graduates, 88% are enrolled in any combination of the below activities to amount to full-time, including: ▪ 1 (11%) is enrolled full-time at a postsecondary educational institution ▪ 6 (67%) are employed full-time ▪ 1 (11%) are enrolled in a full-time vocational education/ job training program	Follow-up conducted by Transitions Counseling position, funded for the first time during 2004-2005.

Staff and Student Survey Findings

A staff/stakeholder and student survey were administered with the five project sites during the audit. These surveys were designed to measure program quality and participant satisfaction from individuals associated with the programs. The Staff Survey was designed for project administrators, staff, and other stakeholders and it gathered responses about professional development, AIMS preparation, program quality, and program satisfaction. The Student Survey collected information about program quality, teacher quality, personal outcomes and satisfaction. Some survey items mirrored questions asked in previous years to allow for comparisons. Copies of the surveys are provided in Appendix B.

There were fewer responses to both surveys than reported in last year's audit. There were 38 responses to the staff/stakeholder survey, compared to 72 received in 2003-2004. Student survey responses decreased from 516 students in 2003-2004 to 120 students in 2004-2005. The likely reason for the lower response rate is the loss of West Phoenix High, which collected 23 staff and 387 student responses — about 75% of the total number collected last year. In addition, one less project site is included in this year's audit.

Staff/ Stakeholder Survey

During the audit, each project administered the staff/stakeholder survey. Standardized survey administration procedures were used to ensure integrity of the survey responses. Thirty-eight respondents to the staff/stakeholder survey included administrators, instructional staff (teachers), teacher's aides, counselors, and other stakeholders.

Staff/stakeholder survey respondents were 64% female and 36% male. The ethnic representation of respondents included:

- 50% White
- 42% Hispanic/Latino
- 5% Black/African American
- 3% mixed

Table 9 presents a respondent profile that includes information about relationship of respondent to the project and the respondent's functional role within the project. The majority of respondents considered themselves to be "other stakeholders" of the funded project (56%), and 44% reported that they were employees of the project. Half (49%) of the respondents had an instructional role. One third reported they were in the "administrative" category. Of the survey respondents, 94% of them were working or involved in the projects during the 2004–2005 audit year.

Table 10. Staff/Stakeholder Survey Respondent Characteristics (2004-2005)

Respondents' Relationship to the Project	Percent of Total Respondents
Employee of Funded Project	44% (15/34)
Other Stakeholder	56% (19/34)
Functional Roles within Project	
Administrative	32% (12/37)
Instructional	49% (18/37)
Teacher's Aide	5% (2/37)
Counseling	5% (2/37)
Other (e.g., member of Advisory Board, certified faculty member)	8% (3/37)

Source: Survey of Staff, October 2005.

Respondents were also asked to consider their experience working with at risk students. Over fifty percent (53%) indicated having more than 10 years of experience, 28% have 5-10 years of experience and 19% have less than 5 years of experience.

1. Professional Development

The next section of the survey gathered information about professional development. Because the statute specifically requires the state academic standard and the Arizona workplace skills, the survey included questions directed at those items. Since AIMS intervention is a major emphasis and required program component, the survey solicited information about that aspect of professional development.

As shown in Table 10, about half (53%) of the respondents reported receiving professional development about the AIMS test and 68% reported received professional development on how to work with students preparing for the AIMS test. Most (71%) of respondents reported receiving training on Arizona state academic standards within

the past 3 years. Less than half (47%) reported receiving training on the Arizona workplace skills standards within the past 3 years. Half of staff (53%) reported they received training as an educator on the AIMS test; however, this number should be interpreted with caution, as it includes both teachers and administrators.

Table 11. Type of Professional Development Reported by Respondents, by Project (2004-2005)

	I have received professional development in...			
	...Arizona academic standards	**...Arizona workplace skills standards**	**...the AIMS test**	**...in working with students preparing for the AIMS**
AZ Call-A-Teen YEP (n=9)	78%	56%	78%	67%
Jobs for AZ Graduates (n=13)	54%	54%	54%	62%
Mesa OnTrack (n=4)	100%	25%	50%	75%
Tolleson CEA (n=4)	50%	25%	0	25%
Tucson ACE Charter School (n=8)	88%	50%	50%	100%
Total (n=38)	**71%**	**47%**	**53%**	**68%**

Source: Survey of Staff, October 2005.

Limiting the responses to those who identified themselves as educators (n=18) revealed the following responses:

- 12 (67%) received professional development in Arizona academic standards,
- 10 (55%) received professional development in workplace skills standards,
- 8 (44%) received professional development about the AIMS test, and
- 13 (72%) received professional development in working with students preparing for the AIMS test.

Although the percentages of teachers receiving this training is higher than project staff overall, none of the categories of professional development reported 100% compliance. Three out of four teachers reported receiving in working with students preparing for the AIMS test – this was the most common type of training to be reported.

2. Preparation for the AIMS

Two survey items asked about preparation provided to students for the AIMS test. As shown in Table 11, all of the respondents reported their project provided instruction on test-taking skills to prepare for AIMS and practice on sample AIMS type test questions.

Table 12. Type of AIMS Preparation Provided (2004-2005)

Type of AIMS Preparation Provided to Students	Percent Indicating *Agree* or *Strongly Agree*
Instruction on test-taking skills to prepare for AIMS.	100% (37/37)
Practice on sample AIMS-type test questions.	100% (37/37)

Source: Survey of Staff, October 2005.

3. Program Quality Measures

The next series of items on the staff/stakeholder survey asked about program quality measures. Table 12 presents the percentage of positive responses to the items that indicated general program quality measures. These five items parallel findings from the 2003–04 surveys so that comparison with the previous year is possible. Respondents indicated that their projects were delivering high quality services in all 5 areas. The only measure of program quality with a positive response of less than 90% was the item regarding adequate fiscal and staff resources for success (84%), which is consistent with the previous 2 years.

Table 13. General Program Quality Measures, by Program Year

General Program Quality Measures	Program Year % Indicating *Agree* or *Strongly Agree*		
	2002 - 2003	2003 - 2004	2004 - 2005
The physical environment of the classrooms positively impacted instruction.	86% (n=56)	94% (n=72)	97% (n=38)
Project personnel met throughout the year on a formal schedule.	79% (n=56)	94% (n=72)	94% (n=36)
Measurable goals were established at the beginning of the program year.	70% (n=56)	99% (n=72)	100% (n=35)
There were adequate fiscal and staff resources allocated to the program to ensure success.	84% (n=56)	84% (n=72)	84% (n=38)
Instructional staff met on a regular basis with students to review student progress.	86% (n=56)	97% (n=72)	97% (n=37)

Source: Survey of Staff, October 2005.

The survey examined two quality measures, a systems-wide approach to instruction and data-based decision making, because of their frequent occurrence in the literature about educational best practice (Learning First Alliance, 2003, & Eisenhower National Clearinghouse, 2003). As shown in Table 13, the staff/stakeholders of these AIMS Intervention and Dropout Prevention projects indicated strong agreement that their projects use these elements identified as educational best practice.

Table 14. Quality Measures of Educational Best Practice (2004-2005)

Educational Best Practices	Percent Indicating *Agree* or *Strongly Agree*
Project operates within a system-wide approach to instruction, one that articulates the content of the curriculum and has corresponding instructional support.	100% (37/37)
Decisions about instruction and project design are based on student achievement and progress data.	97% (37/38)

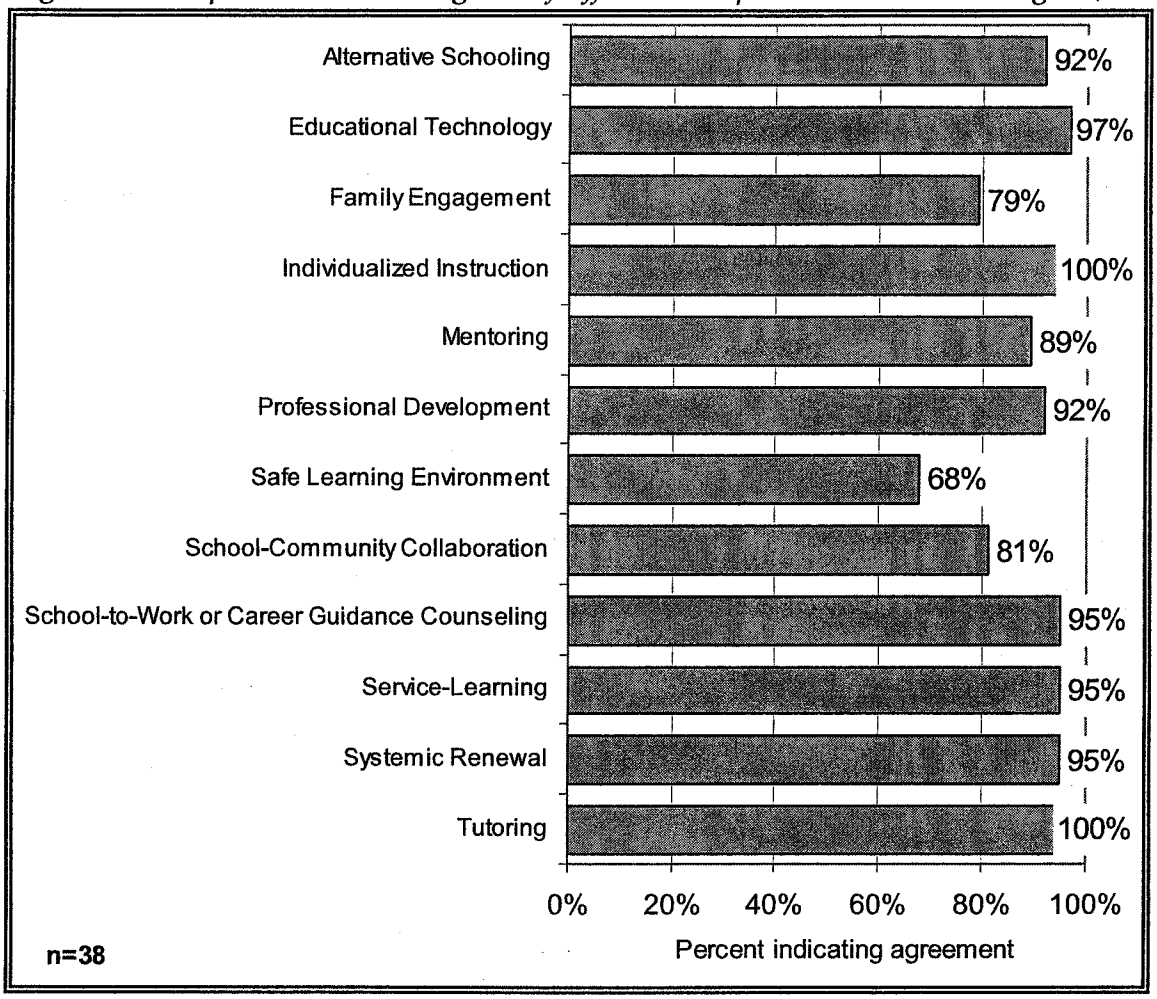
Source: Survey of Staff, October 2005.

4. Effective Dropout Prevention Strategies Utilized

The survey also included items about effective dropout prevention strategies, as outlined by the National Dropout Prevention Center (NDPC). These strategies are explained in more detail in the *Program Implementation Strengths and Barriers* section of this report. Twelve survey items were based on these strategies.

As Figure 12 shows, the strategies most frequently used were individualized instruction and tutoring. Other strategies included systemic renewal, school-community collaboration, mentoring, service learning, alternative schooling, professional development, educational technology, and career/technical education had over 80% positive response. Strategies that were less often indicated were safe learning environments and family engagement.

Figure 12. Respondents Indicating Use of Effective Dropout Prevention Strategies (2004-2005)



Source: Survey of Staff, October 2005.

5. Staff Satisfaction

The staff/stakeholder survey presented three items about staff satisfaction. Staff satisfaction responses are reported in Table 14. Overall, staff/stakeholders indicated satisfaction with the AIMS Intervention and Dropout Prevention program. Overall, staff responded very favorably to items about the individual project achieving its own goals, support and collaboration with school staff, and supportive project administrators.

Table 15. Staff Satisfaction with the AIMS IDP Program (2004-2005)

Staff Satisfaction	Percent Indicating *Agree* or *Strongly Agree*
Our AIMS IDP project achieved its own project goals.	100% (35/35)
Project administrators were supportive to AIMS IDP staff.	100% (36/36)
School staff worked supportively & collaboratively with AIMS IDP staff to achieve our project goals.	95% (34/36)

Source: Survey of Staff, October 2005.

6. Practices Most Effective

Finally, respondents were asked to write down what they thought were the most effective practices for AIMS intervention and all 38 people gave three examples each. The most frequently mentioned examples involved student skill acquisition and teachers providing individual assistance to students. Many general teaching methods were also mentioned. Below are examples of the methods provided:

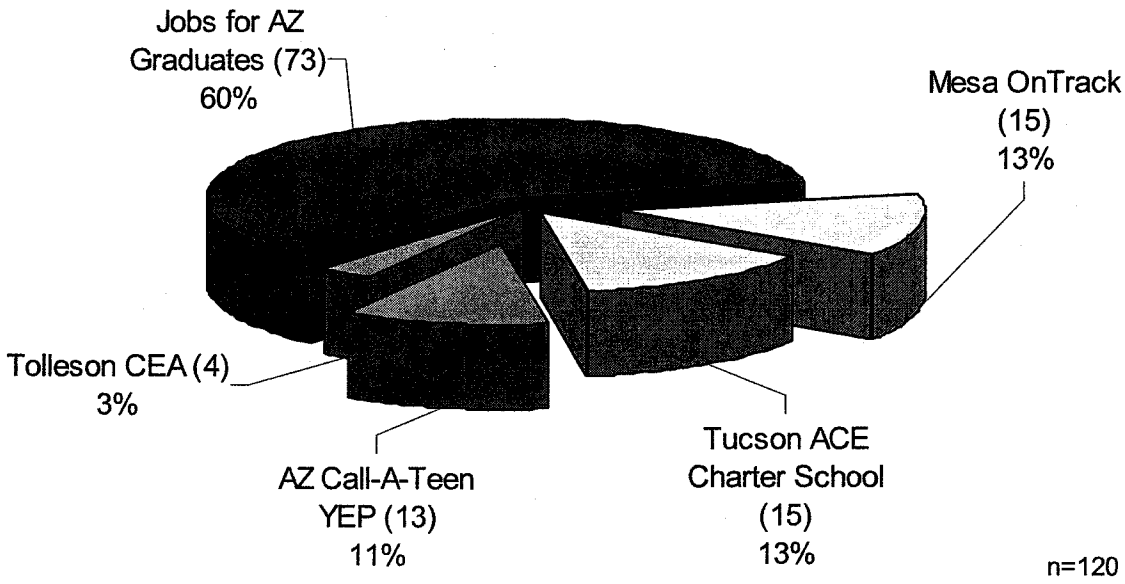
- **Student Skill Acquisition** including: study skills, preparation in phonics, reading comprehension, and small amounts of AIMS preparation daily
- **Teachers Providing Individual Assistance** including: individual tutoring, mentoring, intervention assistance, fostering youth and adult connections, and ongoing encouragement
- **General Teaching Methods** including: providing a syllabus, teaching cross-curricular lessons using a multi-level approach, modifying lessons and materials based on student ability, setting weekly AIMS objectives, and connecting learning to real-life situations

Other things mentioned included: consistent student attendance, ongoing parent notification, participating in academic remediation, creating an advocacy for students within the system, and employing an instructional aid.

Student Survey

During the audit, five projects administered the student survey. Standardization of survey administration procedures is discussed above. Five projects returned 120 surveys. This was a dramatic decrease compared to the 516 student surveys reported last year because the one site that accounted for 75% of the surveys last year was not part of the project this year. Figure 13 illustrates student survey response distribution by project site.

Figure 13. Student Survey Response Distribution, by Project (2004-2005)



Source: Survey of Students, October 2005.

Table 15 reports student survey response by project. As this table shows, numbers of student participants in funded projects ranged from 35 to 717. A variety of return rates, ranging from 3% to 24% further exacerbated this uneven distribution. Many of the students from the 2004–2005 implementation year were not accessible in October of 2005 when the audit was conducted. Still another challenge was the timeframe for the surveys. Because of the tight timeline for the audit itself, projects had limited time to seek out and administer the survey to youth participants from 2004–2005. In addition, none of the seniors from 2004–2005 were surveyed. All of these factors contribute to the recommendation to restructure the audit timeline.

Table 16. Student Response (2004-2005)

Survey Response Project	Number of Students in 2004-2005	Number of Students Returning Survey in October 2005	Percent who Returned Survey
AZ Call-A-Teen YEP	68	13	16%
Jobs for AZ Graduates (JAG)	717	73	9%
Mesa OnTrack	439	15	3%
Tolleson CEA	35	4	9%
Tucson ACE Charter School	55	15	24%
Total	**1,314**	**120**	**9%**

Source: Survey of Students, October 2005.

1. Student Respondent Demographics

Since the focus of this audit is to report for the entire AIMS Intervention and Dropout Prevention program, student survey data will be reported for the program as a whole.

The gender of respondents to the student survey was 56% female, 44% male. The age of student respondents illustrates the age diversity in the AIMS Intervention and Dropout Prevention program. Table 16 reports the age of 120 student respondents. Three-quarters (74%) of the respondents were 16-17 years old and 18% were 18 years old. Six percent (6%) were 14-15 years old, and 2% were 19 years old.

Table 17. Age of Student Respondents (2004-2005)

Respondent's Age	Percentage
14	3%
15	3%
16	37%
17	37%
18	18%
19	2%

Source: Survey of Students, October 2005.

Ethnicity of student respondents was largely Hispanic/Latino (77%) when reported for all projects combined.

Another survey item asked about all of the languages spoken at home. Fifty seven percent responded that they spoke English at home, and 11% spoke Spanish at home. However, the ethnicity of participants in each project is largely Hispanic/Latino (see *Demographics of Students* for ethnicity data). It seems that there is an under-representation of Spanish speaking respondents. Thirty-seven respondents reported speaking English and Spanish at home. No other home languages were reported.

Student employment is also addressed in the survey. Thirty nine percent (39%, n=47) indicated having a job during the last school year. Of those students who had a job during the school year, 69% worked 6 months or less, and the other 31% worked over 6 months.

Students were asked if they did any volunteer work or worked as an intern during the last year. Sixty three percent (63%, n=75) indicated doing volunteer work and 5% (n=5) indicated working as an intern.

Students were also asked how many classes they completed during the school year. The majority indicated completing 5 or 6 classes (58%), with 27% completing 1 to 4 classes, and 15% completing 7 to 21 classes.

2. AIMS Preparation

Three survey items asked about preparation for the AIMS test. Two items were similar to the items in the staff/stakeholder survey; however, they were stated in language more appropriate for high school students.

Table 17 compares AIMS preparation responses from students to staff/stakeholder responses. Most (89%) of the students reported that their instructor(s) taught then the importance of the AIMS test. Over 85% of the students responded positively to items about test-taking skills preparation and practice on sample AIMS type questions. All (100%) of staff/stakeholders respondents reported that instruction on test-taking skills was available and that students had sample AIMS-type questions on which to practice.

Table 18. AIMS Preparation Reported by Students and by Staff/Stakeholders (2004-2005)

Type of AIMS Preparation	Percent Indicating *Agree* or *Strongly Agree*	
	Student	Staff/ Stakeholder
My instructor(s) taught me the importance of the AIMS test.	89% (107/120)	--
Instruction on test-taking skills to prepare for AIMS.	87% (104/120)	100% (37/37)
Practiced on sample AIMS type test questions.	85% (101/119)	100% (36/36)

Source: Survey of Students, October 2005.

3. Student Perception of Program Quality Measures

Student participants were also surveyed about program quality. Two survey items, addressing physical classroom environment and regular meetings with instructional staff, appeared on both the student and staff/stakeholder surveys. These items were reworded in language appropriate for high school students. Table 18 reports those findings.

Student and staff/stakeholder responses to the item about physical environment were about the same. Students had a slightly different perception about regular meetings with instructional staff compared to the responses from the staff/stakeholders.

Table 19. Program Quality Indicators on Student and Staff/ Stakeholder Surveys (2004-2005)

Program Quality Indicators	Percent Indicating *Agree* or *Strongly Agree*	
	Student	Staff/ Stakeholder
The physical environment of the classrooms positively impacted instruction.	95% (114/120)	97% (37/38)
Instructional staff met on a regular basis with students to review student progress.	91% (109/120)	97% (36/37)

Source: Survey of Students, October 2005.

4. Student Perception of Program Accessibility

There were also items on the student survey that reflect program quality and accessibility from the student's point of view. Table 19 presents responses to those items.

Responses to these items regarding student perception of access to services or about program quality varied. Students were very positive about the enrollment process. They were also comfortable asking their instructors for assistance. They were positive, but less so, about availability of a variety of materials and adults at school helping them set individual goals. The least positive response was to the item about assistance with transportation.

Table 20. Students' Views of Program Quality (2004-2005)

Student View of Program Quality	Percent Indicating *Agree* or *Strongly Agree*
It was easy for me to sign up for this program.	98% (114/116)
I felt comfortable asking for help from my instructors.	96% (115/120)
Adults at school helped me set goals for myself.	90% (108/120)
There were lots of materials to help me complete my schoolwork.	88% (105/120)
The program helped me get transportation to community and volunteer activities.	73% (83/113)
I found out about this program from a school staff person.	70% (83/119)

Source: Survey of Students, October 2005.

5. Students Perceptions of Availability of Service Learning and Tutoring

Students were also asked about two of the National Dropout Prevention Center's successful strategies, the use of service learning and tutoring. In addition, tutoring and remediation are two program requirements mentioned explicitly in A.R.S §15-809. Over 70% of the students reported receiving one-on-one academic assistance. With nearly a 30% increase from last year, 82% of the student respondents said that service-learning opportunities were offered. Students' responses are summarized in Table 20.

Table 21. Students' Participation in Service Learning and Tutoring (2004-2005)

Use of Dropout Prevention Strategy	Percent Indicating *Agree* or *Strongly Agree* 2003-2004	Percent Indicating *Agree* or *Strongly Agree* 2004-2005
I was given chances to do community or volunteer work through this program. (Service Learning)	53% (n=501)	82% (n=120)
I got one-on-one help in reading, writing or math. (Tutoring)	69% (n=501)	71% (n=118)

Source: Survey of Students, October 2005.

6. Student Perceptions of Parental Interest in School

Students were asked their perception of parental interesting in school. Most of the students, 88% (n= 105), agreed or strongly agreed with the statement, "My parents are interested in how things are going for me at school." Fourteen disagreed or disagreed strongly with the item.

7. Student Perceptions of Teacher Quality

Students were asked about teacher quality. Table 21 reports those responses. Students were positive about teacher quality in terms of instructors knowing the subject they were teaching and instructor being prepared for class.

Table 22. Students' Perceptions of Teacher Quality (2004-2005)

Teacher Quality	Percent Indicating *Agree* or *Strongly Agree*
My instructor(s) knew a lot about the subject they were teaching.	93% (n=119)
My instructor(s) was prepared for class.	92% (n=119)

Source: Survey of Students, October 2005.

8. Student Self-Reported Outcomes

The student survey concluded with seven items about individual outcomes. Items regarding outcomes for individual students parallel stated goals of the program, graduation and AIMS preparation, and some required deliverables for the funded projects such as improved attendance and continuing education. Table 22 summarizes these student responses. For this dropout prevention program, 99% of the students reported that they intend to graduate from high school. Almost 95% feel that they have more choices about what they can do after school. Options about what to do after high school is reflected in the positive outcomes expected for students after participation in this program.

Table 23. Students' Self-Reported Outcomes (2004-2005)

Student Participation Outcomes	Percent Indicating *Agree* or *Strongly Agree*
Overall, it was a good thing for me to be in this program.	100% (120/120)
I am going to graduate from high school.	99% (118/119)
Overall, this program was a good way for me to stay in school.	94% (114/120)
I have more choices about what I can do after high school than I did a year ago.	95% (113/120)
I am more interested in going to college or technical school than I was a year ago.	90% (108/120)
I feel better prepared for the AIMS test than I did before this program.	83% (99/120)
I miss or skip class less than I did before I was in this program.	73% (108/120)

Source: Survey of Students, October 2005.

Personal Impact of AIMS Intervention and Dropout Prevention

The personal impact of AIMS Intervention and Dropout Prevention is illustrated through individual stories of the students served. Each project submitted student stories that show some of the positive changes experienced by the participants. A selection of these stories is presented below. These success stories illustrate the types of services offered by providers. Services are provided to students who range from those with special needs to those who are at extreme risk of dropping out of high school. Services are tailored towards the needs of students and move beyond simply offering credits towards graduation – they offer a range of multiple services to assist youth in all aspects of their lives. Additional success stories appear in *Provider Profiles and Success Stories*, in Appendix A.

- **Services are flexible.**

"Steven" was a senior when he came to CEA as a special needs student. A car accident left him with ongoing medical concerns and frequent doctor appointments. Though often in pain, he managed to maintain an 83% attendance record, earn 6.5 credits during his senior year and ultimately graduate. He even got a job during the second semester of school. He is grateful for this program and all the staff and teachers who were there to guide him on his educational path.

- **Services are tailored to specific needs of students.**

"Jennifer," a senior, was struggling with comprehension in her history and science classes. There were no AIMS scores for her and the AIMS Intervention Specialist felt she might have been avoiding taking the tests if she felt she couldn't pass them. Jennifer unhappily came to ACE for reading. Initially, she had difficulty understanding what the questions were asking and how and where to look for the answers. She learned how to skim using key words and phrases and simple test-taking techniques. She also learned that the glossary and index were valuable sources of information, something she had not considered previously. Jennifer met the reading portion of AIMS this spring. She also graduated and received a Tucson Youth Development/ACE Charter High School scholarship to pursue postsecondary training as a cosmetologist, her career goal.

- **Services are multi-faceted.**

"Mary," a mother of two young sons, had all the usual adult issues to manage as well as work on her final graduation requirements. She asked the AIMS Intervention Specialist at ACE for help in writing the final essays required in history and science. She needed initial assistance in organizing her materials and notes, but mainly she needed extra encouragement regarding her strengths and her abilities to succeed. Mary passed the writing portion of the AIMS test this spring. She successfully completed her graduation requirements, was a graduation speaker, and received a scholarship from Tucson Youth Development/ACE Charter High School to continue her studies. Mary will continue to work with the Tucson Youth Development/ACE Charter High School transition counselor to ensure a successful transition into Pima Community College.

- **Services are offered to students at extreme risk of dropping out of high school.**

"Juan" received probation for a fight he got into on school grounds. He received an order from his juvenile judge to take 10 sessions of anger management or he would have to go back to juvenile detention. To help Juan, JAG arranged for him to visit with the school psychologist who arranged anger management sessions on the reservation. Two months later, once finished with the court ordered sessions, Jose reported that he passed 11 of his 12 classes -- the most he had ever passed.

- **Services are offered to students with special needs.**

One girl in OnTrack lives in a group home in Mesa. She has a learning disability, but was determined to graduate. She took a full load each semester, but still needed one English credit to graduate. The counselors, registrar and psychologist at the school assisted her, offering her encouragement and advocated on her behalf. The only way she could get to the project after school is by bus; so, OnTrack furnished the bus tokens and provided the $300 required classes for free.

Program Implementation Strengths and Barriers

The individual projects implemented the AIMS Intervention and Dropout Prevention program within required parameters established by A.R.S §15-809 and ADE. This section of the report describes the implementation of the program in terms of nationally recognized strategies for dropout prevention programs, and also examines factors or policies facilitating implementation of the AIMS Intervention and Dropout Prevention program and barriers to implementation.

Effective Strategies for Dropout Prevention Programs

The National Dropout Prevention Center has identified strategies that have had a positive effect on dropout rates in various settings. Because one of the major goals of the AIMS Intervention and Dropout Prevention program was dropout prevention, this audit included a review of each project in terms of these nationally recognized strategies.

Eleven key strategies were explored with the five projects during interviews with project staff. All five of the projects funded by Arizona's AIMS Intervention and Dropout Prevention program during 2004-2005 demonstrated that they incorporate aspects of many nationally recognized strategies for effective dropout prevention. A brief description of the strategy and highlights from the audit interviews are outlined below.

- **Systemic Renewal** – *A continuing process of evaluating goals and objectives related to school policies, practices, and organizational structures as they impact a diverse group of learner.*

All five projects described activities that reveal the project's attention to systemic renewal. During the interviews, several project staff shared methods in which this occurred, for example, by monitoring of individual service plans and tracking student improvement via computer software. For instance, one project has access to an internal research and evaluation department.

- **School-Community Collaboration** – *The educative community is composed of a multitude of educating entities such as school, home, places of worship, the media, museums, libraries, community agencies, and businesses.*

All five projects provided examples of collaboration. Two projects utilized this strategy as a major project component. Other projects used this strategy to achieve project-based learning and identify avenues for community service projects.

- **Safe Learning Environments** – *A comprehensive violence prevention plan, including conflict resolution, must deal with potential violence as well as crisis management. A safe learning environment provides daily experiences that enhance positive social attitudes and effective interpersonal skills in all students.*

All five projects reported policies or approaches used to insure a safe learning environment. Often, projects referred to the school district's policy about safe learning. One project described the crisis management team responsible for dealing with problems and the handbook provided to all students detailing gang prevention strategies and outlining how to report a crime. Another project referred to their stated competencies about individual conflict-resolution in a cooperative learning environment.

- **Family Engagement** – *Research consistently finds that family engagement has a direct, positive effect on children's achievement and is the most accurate predictor of a student's success in school.*

All five projects incorporate strategies to engage families in the student's school experience. Most projects required parental involvement for enrollment and included parents in celebrations during the year. Some projects reported more parental involvement than others. One project described parental participation in community service projects, working side by side with their son or daughter; another described the limited role of parents at enrollment only. All projects had parental involvement when students initially enrolled, through signing a contract or letter of agreement.

- **Mentoring/Tutoring** – *Mentoring is a one-to-one caring, supportive relationship between a mentor and a mentee that is based on trust. Tutoring, also a one-to-one activity, focuses on academics and is an effective practice when addressing specific needs such as reading, writing, or math competencies.*

Each of the five projects reported use of this strategy. Several projects mentioned mentoring activities with private sector companies. All projects mentioned tutoring opportunities.

- **Service Learning** – *Connects meaningful community service experiences with academic learning. This teaching/learning method promotes personal and social growth, career development, and civic responsibility.*

All of the projects offered this opportunity, but there was quite a variation among projects in per student hours of community service-learning reported. For the projects reporting many hours, service learning was often incorporated at the school and offered methods of tracking the total number of hours an individual student has. All projects provided examples of service-learning opportunities offered regularly to students.

- **Alternative Schooling** – *Provides potential dropouts a variety of options that can lead to graduation, with programs paying special attention to the student's individual social needs and academic requirements for a high school diploma.*

All projects offered alternative schooling. Two projects were implemented at schools with state designation of alternative school. One project was a charter school. Another was an alternative approach to schooling within a school district. One project was not a school, but a career development center offering an alternative route to high school completion.

- **Professional Development** – *Teachers who work with youth at high risk of academic failure need to feel supported and have an avenue by which they can continue to develop skills, techniques, and learn about innovative strategies.*

All five projects reported professional development for staff, though the amount varied. Most projects reported that their teachers receive the same opportunities as teachers within the school districts receive; that is, the amount of professional development required by No Child Left Behind. In contrast, another project reported that they organize a training week during the summer for professional development.

Staff surveys seem to reflect the reality that much of the professional development opportunities, if available, are underutilized. Only about half of the respondents to the Staff Survey reported receiving professional development in the AIMS test and only about two-thirds reported receiving professional development on how to work with students preparing for AIMS. However, most teachers (71%) reported receiving training on the Arizona State Standards.

- **Educational Technology** – *Offers some of the best opportunities for delivering instruction to engage students in authentic learning, addressing multiple intelligences, and adapting to students' learning styles.*

All five projects used educational technology for instruction. Several projects utilized computers as a primary delivery mode. Other projects used computer technology to prepare students for the workforce. One project included student training in use of other office machines, in addition to computers, to broaden technology competence.

- **Individualized Instruction** – *Each student has unique interests and past learning experiences. An individualized instructional program for each student allows for flexibility in teaching methods and motivational strategies.*

This strategy is used by all five projects. Every project reported using an individualized educational plan. Projects also used, to varying extent, flexible, blended schedules, an individualized pace, and instruction tailored to the student.

- **Career and Technical Education** (CTE) – *A quality CTE program and a related guidance program are essential for all students. School-to-work programs recognize that youth need specific skills to prepare them to measure up to the larger demands of today's workplace.*

Again, all five projects used some form of career/technical education. Workplace skills instruction is a required component of this program and evidence of implementation is found earlier in this report. Career and technical education generally took the form of career counseling, on-the-job training, and workplace skills classes. One project featured a career center on-site.

Factors or Policies Facilitating Implementation

Flexibility continued to be identified as one of the positive factors facilitating effective AIMS Intervention and Dropout Prevention program implementation. During interviews, most of the project managers mentioned either customization of services to suit individual needs or individualized instruction as a contributing element to effective implementation. One project administrator responded that the school site identifies individual needs in order to customize services. Project administrators reported that implementation seemed most effective when project components were customized for each individual site or services were individualized for each student.

A current trend for educational best practice is collaborative, data-based decision making for school (or program) improvement. Most of the projects demonstrated this successful strategy in program implementation. Both numeric (quantitative) data and more narrative (qualitative) data were used. Most projects used a computer-based management system, as well as a contact log. Other projects use personalized student folders, including such data as personal goals, educational needs, test scores and other relevant information.

Barriers

Program managers often mentioned the benefit of the funding provided by the AIMS Intervention and Dropout Prevention grants; another difficulty for implementation is presented by **limited or inadequate funding**. Many project staff talked about their challenge of providing needed services with inadequate funding. One project reported on the frustration of having only enough money for a part-time salaried position while maintaining the same level of responsibility as the full-time position.

Staff turnover was also identified as a barrier to program implementation. One project administrator wrote that their role of dropout prevention specialist "had many facets. She was the students' tutor, counselor, and cheerleader. When she was no longer available to them, many students demonstrated behavior changes," like lower attendance rates.

Transportation to dropout prevention services available off-campus was also reported to be a barrier this year. Some projects offer bus tokens to defray the costs of travel, however, project staff reported parents generally do not want their children to wait at bus stops.

Projects also identified **family involvement** as an on-going challenge. Some project staff talked about the full schedules of families and how the students in the projects are often without family support. Other projects reported that the level of family involvement decreases throughout the year, even as student responsibilities increase. Another project referred to the sense of urgency placed upon projects from parents to help their children graduate - despite only approaching the project at the end of the school year.

Recommendations

Provide a standardized format and procedure for annual reporting from funded projects.

Each project submitted an annual report, but interpretations of ADE's required "schedule of deliverables" varied by project. Lack of consistency in the structure of annual reports and data contained in those reports makes evaluation of AIMS IDP Program effectiveness inefficient and less accurate. Some examples follow:

- Attendance was calculated differently for each project and, in some cases, was not provided at all within the annual progress reports.
- Projects varied in their ability to provide data of average days of school attendance before and after the intervention. Two projects do not separate attendance data into before and after intervention totals and thus could not provide comparisons or data comparable to other project sites.
- Variations existed in how average GPA was reported; some project sites reported it by grade level; another projects provided a range of increases for all project participants, without an overall average. None of these projects responded to the deliverable in their annual progress report.
- The quality of AIMS-related data varied by project. Only one project was able to address the criterion directly. Other projects did not have matching data or were unable to organize their information in a way that presented itself for reasonable comparison.
- A few of the projects combined the graduation outcome categories (e.g., postsecondary education with vocational or job training), thus making it difficult to disaggregate the data.

Audits in 2002 -2003 (Thomas, Warren and Associates, 2003) and 2003-2004 (LeCroy & Milligan Associates, Inc., 2004) also included this recommendation. A consistent format and reporting procedure would benefit the grantees, ADE, the auditors, and other interested stakeholders.

Eliminate the Stanford 9 deliverable.

In 2004–2005, the Stanford 9 and/or Terra Nova were given in grades 2–9. As noted previously in this report, there are serious limitations to documenting an increase in Stanford 9/Terra Nova scores. Project administrators reported being confused about the requirement to provide average scores for two separate cohorts in any comparative way. All project administrators reported that AIMS scores were a better indicator of

improvement than Stanford 9 or Terra Nova scores. We recommend that the Stanford 9 reporting requirement be eliminated from the schedule of deliverables for funded projects because the data collected will be of different cohorts, and thus inappropriate as a measures of change for students being served by the program.

Restructure the audit timeline.

Grantees were extremely cooperative with the audit process; however, restructuring the audit timeline would enable program improvement and would increase the quality of student and staff responses. For instance, student survey respondents were not representative of program participants due to the inability to survey seniors - the students who have likely gained the most from the program. In addition, it is challenging for survey respondents to remember a program they participated in more than five months later. One change would be to schedule the audit closer to, perhaps near the end of, the program implementation year.

Establish a "learning community" among funded projects and ADE.

A continued recommendation from the 2003-2004 audit (LeCroy & Milligan Associates, Inc., 2004) is to provide grantees with a forum where educators can share lessons learned and creative strategies for overcoming barriers. Grantees were very enthusiastic about the AIMS IDP Program as a funding source to provide much needed services to students with multiple risk factors. The annual legislated program audit could also make contributions to such a learning community if the audit is integrated with program delivery.

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Appendix A: Provider Profiles and Success Stories

Arizona Call-A-Teen Youth Resources, Inc.
Youth Excel Project (YEP)

Some Communities Served

- Center of Excellence Charter High School, Phoenix area
- James Green Continuing Education Academy (CEA), Tolleson Unified School District; Tolleson, AZ

Project Description

Arizona Call-A-Teen Youth Resources, Inc. is incorporated as a 501 (c) 3 non-profit.

For its Youth Excel Project (YEP), academic focus is primary focus in all three schools. YEP personnel prepare students with test-taking skills. All three schools include a class structured around Workplace Skills and Leadership. Each student is required to complete 40 hours of service learning/civic engagement/community service. All three are alternative high schools and each presented a unique format and setting.

The Center of Excellence's (CoE) school year comprises four nine-week sessions. There is a morning or afternoon session; each session four hours long. If students are close to graduating or in good standing, they may apply to attend both sessions to complete their requirements. YEP students were enrolled in a credit bearing class in workplace skills and leadership training conducted by a YEP specialist.

CEA is a self-paced learning design. Materials, including books and computers required for mastering a specific course, are provided to students. Each student determines the pace with the teachers monitoring and assisting when needed. Students are referred from the district's three high schools for various reasons but primarily because they are not thriving in large school settings. They attend school Monday through Thursday for 20 or more hours. CEA is open until 8 p.m.

Polaris is located on the Paradise Valley High School camps but is separate from it. Students attend Monday through Friday in a typical high school setting. Students are referred to Polaris from home campuses.

Workforce development activities and services funded by Workforce Investment Act (WIA) include:

- Paid work experiences
- Job development
- Support services (e.g., allowance for work clothes, referrals for health care, day care)
- Paid career-related training

Linkages / Collaborative Partners

- Junior Achievement
- St. Mary's Food Bank
- James Greene Continuing Education Academy
- Maricopa County and City of Phoenix Workforce Investment Act programs

Challenges

Staffing: The project faced a significant challenge in October 2004 when the Lead YEP Specialist went on a scheduled medical leave a full 2.5 months before the anticipated date. She eventually resigned her position in February 2005. The effects of the absence and eventual resignation continued to unfold through the remainder of the school year.

The YEP Specialist had been with YEP since its initial implementation and was an integral part of its development, growth, and success. The role she crated at CoE had many facets. She was the YEP students' tutor, counselor, and cheerleader. When she was no longer available to them, many students demonstrated behavior changes. Attendance began to fall for some; others were in difficult personal situation and relied on her counsel and attentive presence.

Overall, our emergency strategy of moving the school-based Dropout Prevention Specialist into the Lead Facilitator role two months early did not adversely affect student achievement. And, if there was a positive to be gained, it was the reinforcement of the project's hypothesis – that youth at-risk of prematurely leaving school greatly benefit from the involvement of a competent, caring, and supportive adult in their lives.

CEA has major changes in process for the upcoming school year. There is a change in staff key to YEP, as well as the possibility of the school's population being limited to seniors. Classrooms are at a premium at CEA (there are only two) and this restricts the time that the YEP Specialist and youth can meet as a group. Additional, some staff were concerned about the potential for duplication of services because CEA is also an AIMS Intervention Dropout Prevention Grant recipient. Additionally, this past school year was an especially difficult one at CoE. Overall, the school absentee rate increased from 14.9% tin 2003-2004 to 19% in 2004-2005. Disciplinary referrals were up, as were incidences of vandalism and gang activity.

Success Stories

As the project for their YEP class, CEA students researched various forms of abuse and created painting depicting each topic, They were advised by a professional artists and showed their work at an exhibit attended by friends, family, and school staff. There are plans to print posters from the paintings. Other students considered the possibility of on on-site day care for students and staff. Their research and conclusions led to a presentation to the Tolleson Union High School Board as a possibility in the future. Two other students who were unable to be part of the morning classes worked individually on projects. One distributed flyers about the cost of graffiti and the other made a poster about the costs and benefits of completing high school. These posters will be displayed next school year in nine of the high school's classrooms.

❖

To celebrate these YEP participants who either successfully completed their goals or who had achieved specific benchmarks, students and YEP staff arranged a trip to Six Flags Magic Mountain in California. It was a 30-hjour turnaround with a short stop at the ocean and a full day at the park. Seventeen students made the trip. Others qualified, but they were working and could not take the time off to participate.

❖

YEP students had some stunning successes this year. The class valedictorian at CoE is a YEP student. He earned a number of awards including the President's Award for Academic Achievement, the Principal's Award, the Citizenship Award for service to the school, and the Robert C. Lever Scholarship. He is enrolled at a Phoenix College and will begin classe4s in the fall. Four other YEP students received the President's Award for Academic Achievement, three of who received Citizenship Awards.

Jobs for Arizona's Graduates (JAG)

Some Communities Served

- **Tucson, Arizona:**
  Desert View High, Flowing Wells High, Santa Rita High, Sunnyside High Schools
- **Greater Phoenix area:**
  Carl Hayden Community High School, Phoenix, AZ
  Coronado High School, Scottsdale, AZ
  Dysart High School
  Sunrise Mountain High School, Peoria, AZ
  Tolleson Union High School, Tolleson, AZ
  Westview High School, Avondale, AZ

Project Description

Overview

Jobs for Arizona's Graduates (JAG) is a non-profit since 1990 that partners with school districts, the business community, the public sector and other non-profits to support and assure success to at-risk high school students. JAG's mission is to help young people stay in school and to acquire the academic, personal, leadership and vocations skills they will need to be successful upon graduation.

A Program Coordinator (the JAG teacher) takes personal responsibility for, and is held accountable for, ensuring that project participants stay in school, graduate and have a career and post secondary plan to enact after graduation. As a regularly scheduled for credit class, our Program Coordinators deliver the JAG curriculum and facilitate the inter-curricular Career Association, in addition to providing cross-curricular academic remediation. These Program Coordinators intervene with only 40 to 50 students each year, which allows them to individualize services and curriculum program. Intervening as part teacher and part case manager, JAG Coordinators develop relationships with each participant that allows them to remove the identified barriers and empowers the participants to make positive changes in their school performance, personal decision making, and how they generally relate to the world.

Curriculum & Academic Remediation

JAG students receive instruction on up to 81 academic, workplace and life skill competencies. The JAG curriculum is skill based and aligned with both the Arizona Academic and Workplace Standards. Our students demonstrate mastery of these skills though the development of career path, job attainment and personal growth portfolios, research papers, oral presentations and completion Career Association Projects.

Community Outreach and Leadership Activities

All JAG students are members of the Career Association, which is a highly motivated student-led organization. As a group, the students determine and plan projects to further

their leadership and vocational skills, while practicing and demonstrating their personal and social skills. Most important are the Service Learning and Leadership Projects they complete. By learning the importance of giving back, JAG students become empowered members of their community.

Follow-up Services

Twelve months of Follow-up Services begin in June each year, and continue through May of the following year. Program Coordinators assist upon graduation our senior participants in securing quality employment and/or post secondary enrollment. Program Coordinators are in monthly contact with participants in the Follow-up Phase and interact with employers and post secondary school officials throughout as well.

Non-senior students are supported throughout the summer months with employment, internship, and volunteer opportunities and/or summer school depending upon the individual's needs and goals. Additionally, each group of non-seniors usually plans at least one group social activity during the summer months.

Linkages / Collaborative Partners

- General Dynamics
- Arizona Health Care Association
- Raytheon
- American Express
- *Chicanos por la Causa*
- Tucson International Guard
- Arizona State University's Science Center TecTeams
- Habitat for Humanity

Challenges

- Funding

Success Stories

Just recently, "Juan" came into my class (JAG) looking worried and discontented. I asked him what was wrong. He mentioned that he went to court the previous day and the judge ordered him to take 10 sessions of anger management or he would have to go back to juvenile, he also got non-visual probation for a fight he got into on school grounds. When his counselor and JAG Advisory Board Member referred Juan to the JAG Project, I was told that his biggest barrier to success would be staying out of trouble with the law.

To help Juan, I arranged for him to visit with the school psychologist who then helped him arrange anger management sessions on the reservation just two houses away from his home! Juan seemed much happier after these arrangements were made, and he committed

to stay focused on school. Two months later once finished with the court ordered sessions, Jose told me that the sessions actually were useful. I agreed with him and congratulated him for completing the rest of the year without any new discipline or legal issues. By the way, he passed 11 of his 12 classes, the most he's ever passed.

❖

In the beginning of the semester, I had a difficult time involving "Michael" in any of the classes' activities. I looked at his absences so far for the year and he was already averaging fifteen absences in all of his periods. In JAG, he had only six. I called Michael in the next day and got to know him a little better and found out he is part of the states, Youth On Their Own, a program designed for youths under the age of eighteen who manage to live on their own. I can only imagine that he has a busy life outside of school e.g. work, bills, rent, and appointments. My strategy to keep him interested and coming to class was to allow him to get involved in the Career Association by making event displays and he designed our JAG T-shirts. I also gave him aide-like duties, which he responded to positively. He was also in charge of the phone during class and ran errands for me as the well as for the rest of the students. These new responsibilities worked well in JAG and his work began to improve quickly. Later in the year as he trusted me more, he came to me often for help after school for his class work.

For the next four weeks, I monitored Michael's absences and he began attending all his classes regularly. In fact, he had perfect attendance two of the four weeks. Over the year, Michael continued to struggle with school and absences from time to time, but overall he made great progress. After the first quarter, he earned all his credits (absences caused him to loose credit in a couple of his classes).

This summer when I contacted him to see how he was doing and to make sure, he would be returning for his senior year, he told me how excited he was about the AIMS scores he had just received in the mail. He had passed Reading and Writing and made progress on Math. "Yes, I'll be back for my senior year, and I'm going to do even better than I did last year" he said. He added "Maybe I'll run for JAG President." I told him that he should, and congratulated him on turning many aspects of himself around.

❖

A follow-up graduate had been taking a college English class at Scottsdale Community College. She came to me because one of her readings was very hard and she did not know how to write the paper for the assignment. I spent about an hour and a half tutoring her and she went home to write the paper. She came back a couple of days later telling me she understood what the concept was so much more after we had worked together and she got the paper back with a B. Another student in her class got a B also and told her it took her 5 days to write the paper. My student wrote her paper the evening after we met and got the same grade. She was beaming when she told me and I realized how important my role was in helping these students be successful during and after high school.

Mesa Public Schools, *OnTrack*

Some Communities Served

Mesa Public Schools in the east valley of metropolitan Phoenix

- Mesa, Red Mountain, Skyline, Westwood High Schools
- Carson and Powell Junior High Schools

Project Description

The OnTrack project is a dropout prevention program operated by the Mesa Unified School District (MUSD) in Mesa, Arizona. The goal of the project is to provide tutoring and remediation to students in grades 9 through 12 who are at risk of not graduating due to academic barriers. Criteria for student inclusion are 2.0 grade point average or less, behind in credits for their year in school, or not passing all parts of the AIMS. The project is open entry, open exit, and enrollment is voluntary.

Methods of instruction include correspondence courses, computer generated courses, tutoring, and direct instruction in academic subjects.

The project operates at high school sites Monday through Thursday throughout the school year. Counselors at each site meet with students and if the students meets the requirements they direct them to OnTrack. At Westwood High and Red Mountain High, the project operates for two hours after school. At Mesa High School, it operates from 11:00 a.m. to 5:00 p.m. to include those students attending the East Valley Institute of Technology (EVIT), the regional vocational education high school and for students who need to improve their skills in reading.

During 2003-2004, adjustments were made for the junior high schools. OnTrack offered before, after school, and on Saturday's classes to tutor students. After several months this plan was changed. On Saturdays, students did not come and the after school program brought in about 3-5 students per week. We did not feel that this was the best use of the funds. During the second semester we offered a class before school to help students make up credits that they failed in the first semester. In addition, we provided a certified bi-lingual math tutor 10 hours a week at Carson Junior High. At Powell Junior High, we opted to have a certified bi-lingual teacher work for 6 hours a day with the math teachers. The teacher worked one on one or with small groups to clarify instruction and enhance their understanding of math concepts.

The project calendar documents AIMS practice, AZ Workplace Skills, ongoing Boeing mentoring, Sundown Evening High School, Riparian, career centers at the schools, advisement from the community colleges for dual enrollment, and service learning.

Student follow-up is documented quarterly.

Linkages / Collaborative Partners

- Mesa Youth Placement/Youthworks
- Community colleges
- East Valley Institute of Technology
- Boeing
- Sundown Evening High School
- Career Centers
- Riparian Preserve

Challenges

- Transportation-We offer city bus tokens, but some parents do not want their child to wait on the bus and they do not have transportation to pick up their child. This is especially the case at the junior high schools. This is why we offer tutors on-site and provide correspondence courses.
- "Sense of urgency" by the students and parents - Some students who have not passed AIMS, or who are behind in credit do not come to the project until the end of the year. Counselors identify the students who need help, we send letters to the parents, the counselors meet with the students and direct them to the project, but they still wait and then expect a "miracle" to help them pass their courses in a short period of time.

Success Stories

A young man had not applied himself academically throughout his high school experience. He was behind in credits and his mother was very concerned that he would not graduate. They did not have money to pay for tutors or correspondence courses. In addition, the student had to start working to help his family. His work hours are from 4:00 p.m. to 11:00 p.m. The counselors informed him that he needs ½ credit in math to graduate in December. He needed tutoring and through OnTrack, we scheduled a tutor to work with him before he goes to work.

❖

A senior is taking 6 classes during the day, during both semesters. The student unfortunately began to fail one of the classes, and it is too late to sign up for another class. OnTrack signed the student up for a correspondence course and one of the tutors worked with the student after school so that he could graduate on time. This is a common situation.

❖

There is a girl who lives in a group home in Mesa. She has a learning disability, but is so determined to graduate. She is taking a full load each semester and still needs 1 credit in English to graduate. The counselors, registrar and psychologist at the school are trying to help her because she does not have any parent to encourage her and they see her determination. The only way she can get to the project after school is by bus; so, OnTrack furnishes the bus tokens and provides the classes free that would have cost $300 for the credit. Everyone is rejoicing in the fact that she will now "walk the line" with her classmates because of OnTrack. It has made a difference in her life and our community. She is her own success story.

Tolleson Union High School District, *Continuing Education Academy*

Some Communities Served

- Tolleson Union High School District, Tolleson, AZ (far west Phoenix Valley of the Sun)

Project Description

The Tolleson Union High School District Continuing Education Academy (CEA) provides quality alternative educational services to students with unique needs in grades nine through twelve. CEA is a year-round open entry/open exit project in the TUHS District designed to provide an alternative setting for district students who may need learning resources other than those provided at District campuses. An individualized self-paced methodology is used. CEA also provides distance learning opportunities for homebound students.

Students have the opportunity to gain credit as they demonstrate proficiency. Students progress at their own pace as concepts are mastered, and 80% proficiency demonstrated.

In addition to academic needs, CEA provides students with basic skills remediation, career and educational opportunities, and community service opportunities. Academic support to eligible students includes flexible blended scheduling and computerized curriculum. CEA services are based on an Individualized Educational Plan (IEP) that includes a variety of curriculum delivery methods. The primary goal is to return each student to a level of personal and academic success. Once this goal is attained, students return to their home campus.

The City of Tolleson has developed a leadership program and offers community service opportunities.

Linkages / Collaborative Partners

- City of Tolleson

Challenges

- Teacher is currently funded for part time only, however, all responsibilities are the same. The teacher administers the program, keeps records, prepares all the required reports, and conducts follow-up duties.
- Student attendance is inconsistent due to nature of this project (open entry, open exit).
- Final report preparation is tedious and cumbersome.

Success Stories

Student #1 was a senior when he came to CEA as a special needs student. A car accident left him with ongoing medical concerns and frequent doctor appointments. Though often in pain, he managed to maintain an 83% attendance record, earn 6.5 credits during his senior year and ultimately graduated. Shortly after the start of the second semester, he obtained employment at a nearby restaurant where he thrived. He is well-liked, diligent in his endeavors, and driven when pursuing his goals. He is grateful for this project and all the staff and teachers who were there to guide him on his educational path.

❖

Student #2 came to CEA as an eighth grader, an "alpha" student. Though he looked to be 16 years old or older, he was just 13, quiet and reserved, but had many emotional concerns. Through the course of the year, old drug habits and his emotional instability ere more than he could handle. He was hospitalized for some time and placed on a regimen of medications, therapy, and counseling.

He has numerous challenges, but always has the desire to move forward. His respectful manner, reserved character, and perseverance is admired. Despite great personal obstacles and sporadic attendance, he shows promise, growth, and optimism.

Tucson Youth Development, *ACE Charter High School*

Some Communities Served

- Tucson, Arizona

Project Description

ACE Charter High School was granted a charter as a public school in 1996 and was accredited by North Central Association in 1999. ACE is designed to allow students between the ages of 14 and 21 to earn a high school diploma and incorporates a strong work transition component as an integral part of the academic program. This component helps students to obtain skills, attitudes, and knowledge, which assist them to function in a technology-based society.

The mission of ACE Charter High School is to provide a quality open entry, open exit educational project and related supportive services for at risk students and high school dropouts utilizing a computer assisted, individualized, self-directed, self-paced project that provides students with attitudes, skills, and knowledge to allow them to successfully complete their secondary education and to continue their education at the post secondary level or enter the world of work.

Linkages / Collaborative Partners

- Tucson Youth Development
- Youth on Their Own
- Pima Community College
- University of Arizona – Engineering Department
- WIA
- Youth Opportunities
- Pima County One Stop System
- The Society of Human Resources Management of Greater Tucson
- PAWS (Professional Association of Women Society)
- Community Food Bank
- Summer Youth Education and Employment Program

Success Stories

Mary, a mother of two young sons, had all the usual adult issues to manage as well as work on her final graduation requirements. She asked the AIMS Intervention Specialist for help in writing the final essays required in history and science. She needed initial assistance in organizing her material and notes, but mainly she needed extra encouragement regarding her strengths and her abilities to succeed. Mary passed the writing portion of the AIMS test this spring. She successfully completed her graduation requirements, was a graduation

speaker, and received a scholarship from Tucson Youth Development/ ACE Charter High School to continue her studies. Mary is determined to be an x-ray technician to be able to provide a better life for herself and her children. Mary will continue to work with the Tucson Youth Development/ACE Charter High School transition counselor to ensure a successful transition into Pima Community College.

❖

Becky is a hard-working young lady who made a daily round trip of 65 miles to come to school and then went to work at a kennel every day after school. She asked the AIMS Intervention Specialist for help in history. Becky's writing skills were good, but she was having a difficult time understand how to answer many of the questions in each chapter. She learned how to read for understanding, how to look for key words and phrases in answering questions and how to be sure she had read enough of the material to have a clear understanding of what was being asked to fully answer the question. The new skills she learned helped her advance from the "Falls Far Below" level in reading to the "Approaches" level. Becky also used these skills when taking the AIMS writing in Spring 2004. She passed!

❖

Brian, a youth on probation, was very intelligent and articulate, however, he had difficulty harnessing his energy and focusing his attention on the task at hand. Brian did not like to read and really disliked writing. He met the AIMS reading standards in Spring 2004 but only achieved the "Approaches" level on the writing portion of the test. Once Brian learned and understood how to organize and format an essay, he was on his way to writing creatively as well. He was also introduced to a wider range of subject matter and began seeking out and asking for more titles of books in the field in which he had become fascinated. Brian became more confident and continued to use the skills he learned in the AIMS intervention classes masterfully.

❖

Jessica, a senior, was struggling with comprehension in her history and science classes. There were no AIMS scores for her and the AIMS Intervention Specialist felt she might have been avoiding taking the tests if she felt she couldn't pass them. Jessica unhappily came to the intervention class in reading. Initially, she had difficulty understanding what the questions were asking and how and where to look for the answers. She learned how to skim using key words and phrases and simple test-taking techniques. She also learned that the glossary and index were valuable sources of information, something she had not considered previously. Jessica met the reading portion of AIMS this spring. She also graduated and received a Tucson Youth Development/ACE Charter High School scholarship to pursue postsecondary training as a cosmetologist, her career goal.

Appendix: B: Staff and Student Surveys

Site: _____

Do not write your name on this form.

Staff Survey

Demographics

1. I am (check one): ○ Female ○ Male

2. What is your ethnic background? (check one):

- ○ White/Caucasian (not Hispanic)
- ○ Hispanic or Latino(a)
- ○ Black or African American (not Hispanic)
- ○ Asian or Asian American
- ○ American Indian/Native American
- ○ Mixed; parents are from different groups
- ○ Other (describe): _____

Profile

3. Relationship to Project:

I am … (select one)

- ○ an employee of Funded Programs
- ○ other: _____

4. Program Participation

I participated in this program last year, the 04-05 school year. ○ Yes ○ No

5. Your Functional Role within Project

- ○ Administrative
- ○ Instructional
- ○ Teacher's Aide
- ○ Counseling
- ○ Other: _____

6. Experience with At Risk Students

- ○ Less than 5 years experience
- ○ 5 -10 years experience
- ○ Greater than 10 years experience

Professional Development

7. **I have received professional development…** *(check all that apply):*

- ○ in AZ Academic Standards within past 3 years.
- ○ in AZ Workplace Skills standards in the past 3 years.
- ○ for me as educator about AIMS test.
- ○ in how to work with students preparing for the AIMS.

Preparation for the AIMS

Directions: Please choose ONE answer that best fits for you and mark the letter(s) with an X.

	Agree Strongly AS	Agree A	Disagree D	Disagree Strongly DS
1. Our AIMS intervention and dropout prevention (AIMS IDP) project provides students with instruction on test-taking skills to prepare for AIMS.	AS	A	D	DS
2. Our AIMS IDP project provides students with practice on sample AIMS type test questions.	AS	A	D	DS

AIMS intervention

3. What practices have you found most effective for AIMS intervention?

A._____ B._____ C._____

Program Quality Measures

	Agree Strongly AS	Agree A	Disagree D	Disagree Strongly DS
4. The physical environment of the program classrooms positively impacted instruction.	AS	A	D	DS
5. Program personnel met throughout the year on a formal schedule.	AS	A	D	DS
6. Measurable goals were established at the beginning of the program year.	AS	A	D	DS
7. There were adequate fiscal and staff resources allocated to the program to insure success.	AS	A	D	DS
8. Instructional staff met on a regular basis with students to review student progress.	AS	A	D	DS
9. Our project operates within a system-wide approach to instruction, one that articulates the content of the curriculum and has corresponding instructional support.	AS	A	D	DS
10. Decisions about instruction and program design are based on student achievement and progress data.	AS	A	D	DS

Directions: Please choose ONE answer that best fits for you and mark the letter(s) with an X.

	Agree Strongly	Agree	Disagree	Disagree Strongly	NA- not part of our program
	AS	**A**	**D**	**DS**	**NA**
11. Project policies and practices are continually evaluated for impact on diverse learners.	AS	A	D	DS	NA
12. This intervention-prevention project involves a multitude of educating entities such as school, home, and businesses.	AS	A	D	DS	NA
13. This project has an effective violence prevention plan including conflict resolution and crisis management.	AS	A	D	DS	NA
14. Families are involved in the project in meaningful ways to encourage student achievement.	AS	A	D	DS	NA
15. Students who need tutoring receive quality services.	AS	A	D	DS	NA
16. Students have opportunities for quality mentoring experiences.	AS	A	D	DS	NA
17. This project uses student service learning projects to enhance the educational process.	AS	A	D	DS	NA
18. This intervention project uses alternative schooling to offer potential dropouts a variety of options leading to graduation.	AS	A	D	DS	NA
19. Staff has adequate opportunities for professional development in strategies for working with high-risk students.	AS	A	D	DS	NA
20. Technology is used for delivering instruction.	AS	A	D	DS	NA
21. Individualized instruction is used to help students.	AS	A	D	DS	NA
22. This project includes school-to-work education or career guidance counseling.	AS	A	D	DS	NA

Staff Satisfaction

	Agree Strongly	Agree	Disagree	Disagree Strongly
23. Our AIMS IDP project achieved its own program goals.	AS	A	D	DS
24. School staff worked supportively and collaboratively with AIMS IDP staff to achieve our program goals.	AS	A	D	DS
25. Project administrators were supportive to AIMS IDP staff.	AS	A	D	DS

Do not write your name on this form.

Student Feedback Form

Facts about You

1. **I am (check one):** ○ Female ○ Male
2. **I am _____ years old.**
3. **I consider myself ...?** (check one):

○ White/Caucasian (not Hispanic)
○ Hispanic or Latino(a)
○ Black or African American (not Hispanic)
○ Asian or Asian American
○ American Indian/Native American
○ Mixed; Parents are from different ethnic groups
○ Other (describe): _____

4. **What languages do you speak at home?** (Check all that apply)

○ English ○ Spanish ○ Another language - which? _____

School and Work

5. I participated in this program last year, the 04-05 school year. ○ Yes ○ No
6. How many classes did you complete during the last school year? _____
7. Did you have a job during the last school year? ○ Yes ○ No
8. If you had a job, how many months did you work? _____
9. Did you do volunteer work during the last year? ○ Yes ○ No
10. Did you work as an intern during the last year? ○ Yes ○ No

Feedback about this Program

DiRections: Please choose ONE answer that best fits for you and mark the letter(s) with an X.

	Agree Strongly AS	Agree A	Disagree D	Disagree Strongly DS
11. Classrooms were set up in a way that helped me focus on schoolwork and learn.	AS	A	D	DS
12. It was easy for me to sign up for this program.	AS	A	D	DS
13. Adults at school helped me set goals for myself.	AS	A	D	DS
14. There were lots of materials (like computers, books, posters) to help me complete my schoolwork.	AS	A	D	DS
15. My instructor(s) met with me regularly to check how I was doing in working toward my goals.	AS	A	D	DS
16. I felt comfortable asking for help from my instructor(s).	AS	A	D	DS

Turn Page Over →

	Agree Strongly	Agree	Disagree	Disagree Strongly
17. My instructor(s) taught me about the importance of the AIMS test.	AS	A	D	DS
18. I found out about this program from a school staff person (like a teacher, counselor, principal).	AS	A	D	DS
19. I was given chances to do community or volunteer work through this program.	AS	A	D	DS
20. The program helped me get transportation to community and volunteer activities.	AS	A	D	DS
21. I got one-on-one help in reading, writing, or math.	AS	A	D	DS
22. My parents are interested in how things are going for me at school.	AS	A	D	DS
23. I learned how to take a test to help me prepare for AIMS.	AS	A	D	DS
24. I practiced test questions like the ones on the AIMS test.	AS	A	D	DS

Agree Strongly Agree Disagree Disagree Strongly

Feedback about My Teacher(s) in this Program

25. My instructor(s) knew a lot about the subject they were teaching.	AS	A	D	DS
26. My instructor(s) was prepared for class.	AS	A	D	DS

Agree Strongly Agree Disagree Disagree Strongly

Outcomes for Me

27. I miss or skip class less than I did before I was in this program.	AS	A	D	DS
28. I am more interested in going to college or a tech school than I was a year ago.	AS	A	D	DS
29. I am going to graduate from high school.	AS	A	D	DS
30. I have more choices about what I can do after high school than I did a year ago.	AS	A	D	DS
31. I feel better prepared for the AIMS test than I did before this program.	AS	A	D	DS
32. Overall, it was a good thing for me to be in this program.	AS	A	D	DS
33. Overall, this program was a good way for me to stay in school.	AS	A	D	DS

Agree Strongly Agree Disagree Disagree Strongly